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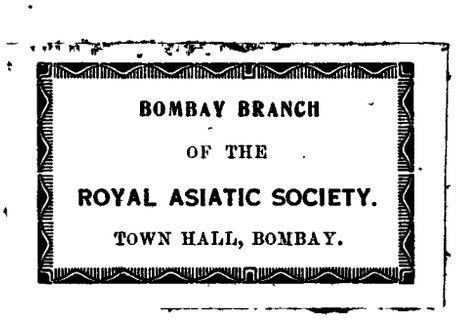

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REPORT

ON

PUBLIC INSTRUCTION

IN

LOWER BURMA

FOR

THE YEAR 1888-89.

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1889.

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RESOLUTION

ON THE

REPORT ON PUBLIC INSTRUCTION

IN

LOWER BURMA

For the year 1888-89.

Extract from the Proceedings of the Chief Commissioner, Burma, in the General Department,—No. 60E., dated the 2nd September 1889.

READ—

The Report on Public Instruction in Lower Burma for the year 1888-89.

RESOLUTION.—*General statistics.*—The total number of schools and colleges in Burma at the end of the year under review was 5,679 against a total of 5,398 at the end of the year 1887-88. The total number of pupils was 121,672 against 117,341 at the end of the previous year. The number of institutions imparting elementary and secondary education and of pupils at such institutions remained almost stationary. There was a large falling off in the number of primary schools classified under the head "Public institutions" and a corresponding increase in the number of such schools classified under the head "Private institutions." The cause of these fluctuations of statistics was the removal from the former to the latter class of a large number of schools in which no real instruction was imparted. As is explained in the report this change does not imply a contraction in the operations of the Education Department. There was a slight increase; namely, of from 7,012 to 7,153, in the number of pupils at the various stages of instruction above the lower primary stage and a corresponding increase of from 1,617 to 1,644 in the number which passed the Middle and Upper Primary examinations.

2. *Financial.*—The total expenditure on education during 1888-89 was Rs. 8,41,375 against Rs. 9,05,335 in 1887-88. The decrease was due to a falling off in expenditure on results-grants, special schools, and the education of women. The falling off in results-grants was to be expected. The year 1888-89 was the first in which results-grants were calculated in accordance with the Grant-in-aid Rules of 1887 under which only half as much can be earned in the form of attendance-grants as under the Rules of 1881. As the standard of education rises the amounts earned as results-grants proper will no doubt increase until the total sum earned under the rules equals or exceeds the sum earned in the year preceding the introduction of the new rules. The decrease in expenditure on special schools was due to the closing of the Rangoon normal school and to the reduction of the staff of the normal schools at Moulmein and Akyab. The reasons which rendered this reduction in expenditure necessary have been explained in the Resolution on the report for 1887-88. The falling off in expenditure on the education of girls exceeded Rs. 8,000 and

was due mainly to the new Grant-in-aid Rules. As the education of girls in Burma has as yet made comparatively little progress the grants earned by them have consisted mainly of attendance-grants. Consequently the reduction in the scale of attendance-grants introduced by the new rules has resulted in a large falling off in the total amount of grants earned by girls. There was a small but satisfactory increase in the sum realized by fees, which rose from Rs. 1,12,881 in 1887-88 to Rs. 1,14,469 in the year under review. The Chief Commissioner fully concurs in the remarks made in the report as to the importance of insisting on the payment of fees in English schools. The radical defect of middle class education in Burma is the insufficiency of the teaching staff. Many schools cannot afford to employ qualified teachers because they cannot pay sufficient salaries. An increase in the income from fees would mean sufficient funds to pay teachers. In the case of schools aided under the Grant-in-aid Rules the levy of fees is a condition precedent to the grant of aid, and the officers of the Education Department should see that the rule on the subject is strictly followed. Government middle and primary schools are, with a few exceptions, managed by Municipal Committees. The Chief Commissioner looks to them to insist on the payment of sufficient fees in the schools which they manage.

3. *University education.*—There was a slight increase of from 27 to 33 in the average number of pupils on the rolls of the Rangoon College, the only institution in Burma which imparts University education. Three candidates were presented for the B. A. and 13 for the F. A. examination against two and six in 1887-88. The number of passes obtained was three in the B. A. and five in the F. A. against one and four in 1888-89. These results are satisfactory inasmuch as they are an improvement on those obtained in 1887-88; but it must be admitted that the Rangoon College is a very expensive institution and that it makes its way very slowly in public estimation. The number of students has remained almost stationary since 1884, having risen from 23 at the end of 1883-84 to 27 only at the end of 1888-89. This state of stagnation has prevailed in spite of the fact that in 1886 the College was re-organized, that the pay of the Professors was largely increased, and that the teaching staff is now composed entirely of gentlemen of University education. The Chief Commissioner is not prepared to say that the small progress made is due to defective management, but he feels bound to recognize the fact that the College, which costs Government about half-a-lakh a year, has not progressed as rapidly as was expected when College classes were first established in 1881. The Chief Commissioner hopes that the Educational Syndicate will give the matter their careful consideration with a view to the devising of measures which shall make the Rangoon College a more popular institution than it is at present.

4. *Secondary education.*—The number of high schools, eight, and of English middle schools, 34, was the same in 1888-89 as in the previous year. The number of Vernacular middle schools increased by four. The total number of pupils was 8,042 against 7,551 in 1887-88. Although there was a slight increase in the number of schools and pupils the result of the year, as judged by statistics of examinations, were not satisfactory. Only 15 passes were obtained at the Calcutta Entrance examination against 39 in 1886-87 and 31 in 1887-88. The number of passes obtained at the Middle School examination was 316, a

slight increase on the number, 299, obtained in 1887-88. In view of the decrease in the number of passes obtained at the Entrance examination during the last two years the increase in the number of Middle School passes can hardly be regarded as a sign of progress. So far from indicating an improvement in the condition of higher education it rather suggests the inference that the Middle School examination is too easy or that examinations are not conducted with sufficient strictness. The control of examinations is in the hands of the Educational Syndicate. The Chief Commissioner invites them to take the question of Middle School examinations into their careful consideration. In this connection the effects of the ruling concerning the reading test, to which exception is taken in paragraph 50 of the report, should receive careful attention.

5. As was remarked in the Resolution on last year's report the Chief Commissioner believes that the unsatisfactory condition of middle class education must be ascribed to the inefficiency of the teaching agency at present employed in English schools. Further experience of the secondary schools of the province has confirmed him in the opinion that, owing to the inefficiency of the teaching staff, the money spent outside Rangoon on middle class education is to a great extent wasted. He is convinced that satisfactory results will not be obtained until the general standard of efficiency among masters in English middle schools has been raised to a very considerable extent. The process of raising the standard must necessarily be a gradual one, but there can be no doubt as to the necessity for making a commencement without delay. This must be done by the establishment of a normal school for second class teachers. In his remarks on the report for 1887-88 the Chief Commissioner adverted to the necessity of establishing such a school, but he has not yet received the advice of the Director on the subject. He will be glad if the Director, as soon as he has completed his examination of the educational system of Upper Burma on which he is at present engaged, will give his earnest attention to the matter and will prepare a scheme for the establishment of a middle class normal school. The cost must at the outset be borne by provincial revenues and provision should be made for the school in the budget of 1889-90. As the school will be maintained principally for the purpose of providing Municipal schools with efficient teachers Municipal Committees will be invited to subscribe towards its maintenance. The Chief Commissioner further calls the Director's attention to the remarks made in last year's Resolution as to the steps to be taken to make the best use possible of the existing material for providing instruction in English. He requests that the instructions there communicated concerning the employment of English teachers in middle class schools may be carefully followed. Municipal Committees are reminded that under the rules published in General Department Notification. No. 48, dated the 20th January 1887, appointments of schoolmasters carrying a pay of Rs. 50 and upwards require the previous sanction of the Director. This rule should be strictly obeyed.

6. *Primary education.*—The total number of primary schools under inspection was 2,885 against 5,036 in 1887-88. The falling off in numbers was due, as has already been explained, to a more correct classification of indigenous schools. Schools are not now classified as "under inspection" unless they contain not less than 12 children, four of whom can read and write, and unless they are

in session not less than four months in the year. The number of pupils who passed the Lower and Upper Primary examinations was 4,647 against 4,397 in 1887-88. From this increase it may be inferred that none but useless schools have been excluded from the category of "schools under inspection." The Chief Commissioner notes with satisfaction the progress made by Municipal schools and schools aided under the Grant-in-aid Rules of 1887 in the Irrawaddy division. The remarks made in paragraph 49 of the report concerning laxity in collecting fees and the evil results in the form of unwieldy classes and insufficient tuition which result therefrom are commended to the attention of managers of aided schools. Notwithstanding the decrease in the number of indigenous schools on the register there was a slight increase in the amount of results-grants earned and the number of lower primary passes rose from 3,079 to 3,329. The state of indigenous education was satisfactory in all except the Tharrawaddy, Thayetmyo, and Tavoy districts. In Thayetmyo the unsatisfactory results were due to the inefficiency of the Deputy Inspector, who has been removed. The falling off in passes obtained in the Tharrawaddy district, namely, from 324 to 212, was very large. If this deterioration is due to shortcomings on the part of the Deputy Inspector, he should be replaced by a more competent officer. There was a very marked improvement in Karen schools, the number of passes obtained at the Upper and Lower Primary examinations having increased by 25·6 per cent. The Chief Commissioner is glad to learn that a beginning, though a small one, has been made with the development of Mahomedan schools in the Arakan division.

7. *Schools for special and technical training.*—There were two normal schools, namely, those of Moulmein and Akyab, in Burma during the year. The Rangoon school was closed for reasons which were explained in last year's Resolution. Although the number of pupils under training at the normal schools fell from 99 to 65, much better results were obtained than in the former year, 32 pupils having passed the Teacher's Certificate examination against 15 in 1887-88. The results achieved at the Moulmein school, where out of 34 examinees 25 passed, reflect credit on the Head Master, Mr. Aldridge. The number of certificated teachers employed in Burma increased during the year under review from 246 to 261. The Chief Commissioner is glad to learn that this body of teachers continues to do good work. It is difficult to exaggerate their utility as an agency for disseminating sound Vernacular education. At the close of the year under review the rules regulating their pay and employment were revised, mainly with a view to offering additional inducements to individual teachers to establish independent schools. Hitherto teachers establishing independent schools have had to support themselves by fees and results-grants. The income derived from these sources must for some time after a school has been started be insignificant. In order to enable teachers to tide over the first stage in the life of an independent school the rules now authorize the grant of a small salary to a certificated teacher starting a school of his own for the first three years of its existence. It is hoped that this new provision will greatly facilitate the establishment of such schools. The Chief Commissioner will be glad if the Director will notice the effect of the rule in next year's report.

8. *Technical education.*—The number of technical institutions fell from three to two in consequence of the withdrawal of the Akyab school from the

register. The two remaining schools are the Government School at Insein and St. Peter's Industrial Institution at Bassein. . The report contains no account of the progress of these schools, and the opinion is expressed that the rules at present in force for the encouragement of technical education are a failure. In the Chief Commissioner's opinion this view is too hasty. The development of a system of technical education must necessarily be gradual. Only two years have elapsed since Government first offered aid under fixed rules to institutions imparting technical education. It is not to be expected that the offer of aid will call schools into existence at once. It may be mentioned, however, that substantial assistance in the form of a lump-sum grant and a monthly contribution towards the pay of teachers was recently given to the Bassein school. When the Chief Commissioner inspected it in June last he found it in full working order and he sees good reason to hope that its development will be rapid. It is proposed to make a further step towards the encouragement of technical education by allotting a fixed sum for expenditure on the purpose and by drawing up a scheme for spending the money. The matter is at present under the consideration of the Director and the Educational Syndicate.

9. *Education of women.*—The statistics of attendance at girls' schools show a large decrease. This decrease, however, appears to be due to the fact that last year a number of boys taught at girls' schools were counted as girls. Judged by the statistics of examinations the education of girls made slight progress. The number of passes obtained at the Entrance examination, three, was the same as the number obtained last year, and there was a small increase in the number of passes at the Middle and Upper and Lower Primary examinations. As has been noticed in paragraph 2 of this Resolution there was a large falling off in the expenditure on education of girls in consequence of smaller expenditure on results and attendance grants. The falling off was so large that there is reason to fear that the progress of education may have been retarded. The Chief Commissioner will be glad if the Director will enquire into the matter. It would be subject for regret if a check were given to the advancement of education among women, and should it be found that the new Grant-in-aid Rules are not sufficiently liberal, the Chief Commissioner will be prepared to consider the propriety of relaxing them.

By order of the Chief Commissioner,

C. G. BAYNE,

Officiating Secretary.

REPORT

ON

PUBLIC INSTRUCTION IN LOWER BURMA

For the year 1888-89.

INTRODUCTION.

DURING the whole of the year 1888-89 and up to the 27th May in the following official year I officiated as Director of Public Instruction, Lower Burma. Mr. John VanSomeren Pope, on taking charge as Director of Public Instruction, Burma, therefore desired that I should prepare the annual report.

SECTION I.

GENERAL AND STATISTICAL SUMMARY.

2. The following statement shows in a summary form the comparative statistics of educational institutions of all kinds in Lower Burma :—

Class of institution.	1887-88.		1888-89.		1888-89.	Remarks.
	Schools.	Pupils.	Schools.	Pupils.	Average number of pupils.	
Public Institutions—						
University College	1	30	1	27	27	
High English schools	8	2,055	8	2,265	283	
Middle English schools	34	4,225	34	4,451	131	
Middle Vernacular schools	15	1,271	19	1,326	69	
Primary	4,902	101,496	2,750	77,643	28	
Special	17	537	16	459	29	
Female	98	4,127	75	3,822	51	
Total Public Institutions ...	5,075	113,741	2,903	89,993	...	
Private Institutions—						
Advanced teaching	...	...	...	...	...	
Pali	...	...	...	...	...	
Arabic or Persian	...	...	...	...	...	
Sanskrit	...	...	...	...	...	
Elementary, teaching a Vernacular only or mainly.	294	2,933	2,652	29,807	11	
Other schools not conforming to departmental standards for religious instruction only.	29	667	124	1,872	15	
Total Private Institutions ...	323	3,600	2,776	31,679	...	
GRAND TOTAL ...	5,398	117,341	5,679	121,672	...	

A comparison of the figures shows a gain of 281 schools and 4,331 pupils. Under the head of public institutions there is a large decrease of 2,172 schools and 23,748 pupils, whilst under the head of private institutions there is a correspondingly large increase of 2,453 schools and 28,079 pupils. An extensive transfer of Vernacular primary schools to the private institution class has been made for reasons set forth in the chapter on primary education. The number of institutions for university and secondary education in English remains unchanged. Students in the Rangoon College, the only one in the province, are less by three. Attending secondary schools pupils show an increase of 436 and the average per school is higher than last year. Middle Vernacular schools are more by four and pupils by 55. Special schools are one less in number owing to the exclusion from the list this year of the Industrial School at Akyab, which is not a public institution. It is improbable that aided industrial schools will increase under existing conditions. Female schools have declined in number and attendance, but the average number of pupils per school has risen from 42 to 51. The large apparent increase under private institutions has been already explained.

3. In the following table the schools are classified according to their management:—

Class of school.	1887-88.		1888-89.		Remarks.
	Schools.	Pupils.	Schools.	Pupils.	
Under public management—					
Maintained by the department	21	831	20	1,256	
Maintained by Municipal Boards	40	3,767	35	3,218	
Under private management—					
Aided by the Grant-in-aid Rules of 1887	43	5,409	42	5,612	
Aided under the Rules for indigenous schools ...	1,371	47,839	1,071	40,584	
Unaided	3,600	55,895	1,735	39,323	
Total ...	5,075	113,741	2,903	89,993	
Private institutions—					
Of indigenous instruction	323	3,600	2,776	31,679	
GRAND TOTAL ...	5,398	117,341	5,679	121,672	

Schools under public management are less by one, the Rangoon Normal School, which has been closed. Schools maintained by Municipal Boards show a decrease of five, namely, the two small English schools at Danubyu and Kyaikto, and three Vernacular girls' schools, namely, two at Akyab and one at Yandoon. Small places like Danubyu and Kyaikto cannot maintain proper English schools. The closing of the three Vernacular girls' schools is no educational loss as efficient schools under private management are open to the girls at Akyab and Yandoon.

One aided school under private management, the Church of England School, Phayre Street, Rangoon, was removed from the list as inefficient.

The decrease under aided indigenous schools has resulted from the stricter system of classification which has led to the temporary elimination of inefficient schools from the aided list.

4. The classification of pupils according to their progress in all schools of general instruction is shown in the following table:—

Standard of education.	Number of schools.	Number of pupils.	High stage.			Middle stage.			Upper primary stage.			Lower primary stage.						Total.		
												Reading printed books.			Not reading printed books.					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
High English	11	2,746	238	22	260	588	71	659	553	94	647	961	182	1,143	21	16	37	2,361	385	2,746
Middle English	43	5,094	9	...	9	796	116	912	873	163	1,036	2,603	469	3,072	49	16	65	4,330	764	5,094
Middle Vernacular	22	1,564	...	...	...	141	63	204	161	54	215	680	299	979	111	55	166	1,093	471	1,564
Primary	2,810	80,103	...	...	...	15	6	21	2,779	411	3,190	37,803	7,279	45,082	28,524	3,286	31,810	69,121	10,982	80,103
Total ...	2,886	89,507	247	22	269	1,540	256	1,796	4,366	722	5,088	42,047	8,229	50,276	28,705	3,373	32,078	76,905	12,602	89,507

5. The following compendious summary of the foregoing table compares the salient figures for the last two years :—

Stage.	Number of pupils.		Increase.	Decrease.	Remarks.
	1887-88.	1888-89.			
High	239	269	30	...	
Middle	1,773	1,796	23	...	
Upper primary	5,000	5,088	88	...	
Lower primary	54,809	50,276	...	4,533	
Lower primary not reading printed books.	51,353	32,078	...	19,275	
Total ...	113,174	89,507	...	23,667	

6. The number of pupils in all classes of institutions, aided and unaided is shown in the following table for each division :—

Division.	District.	In public institutions.										In private institutions.						Grand total.		Remarks.
		College.		Secondary schools.		Primary schools.		Special schools.		Total.		Advanced.		Elementary.		Total.				
		1887-88.	1888-89.	1887-88.	1888-89.	1887-88.	1888-89.	1887-88.	1888-89.	1887-88.	1888-89.	1887-88.	1888-89.	1887-88.	1888-89.	1887-88.	1888-89.	1887-88.	1888-89.	
Arakan	Akyab	...	...	486	491	2,612	2,288	152	62	3,250	2,841	...	...	680	3,107	680	3,107	3,930	5,948	
	Kyaukpyu	...	...	213	189	2,059	1,440	14	12	2,286	1,641	...	...	...	392	...	392	2,286	2,033	
	Sandoway	...	...	125	125	877	728	11	15	1,013	868	...	...	...	140	...	140	1,013	1,008	
	Arakan Hill Tracts ...	...	...	...	...	24	25	...	...	24	25	...	...	...	...	...	...	24	25	
Pegu	Rangoon	30	27	3,307	3,432	4,497	3,942	60	28	7,894	7,429	...	...	364	959	364	959	8,258	8,388	
	Hanthawaddy	...	...	...	76	9,803	7,492	74	87	9,877	7,655	...	...	...	2,149	...	2,149	9,877	9,804	
	Pegu	...	...	146	164	8,656	9,138	33	29	8,835	9,331	...	...	...	1,254	...	1,254	8,835	10,585	
	Tharrawaddy	...	...	209	119	6,809	4,453	...	...	7,018	4,572	...	...	14	4,715	14	4,715	7,032	9,287	
	Prome	...	...	533	723	8,666	6,981	25	39	9,224	7,743	...	...	80	1,814	80	1,814	9,304	9,557	
Irrawaddy	Thôngwa	...	...	121	134	8,942	8,113	...	...	9,063	8,247	...	...	...	1,311	...	1,311	9,063	9,558	
	Bassein	...	...	825	855	8,858	7,792	80	66	9,763	8,713	...	...	133	1,894	133	1,894	9,896	10,607	
	Henzada	...	...	260	293	7,430	6,093	...	...	7,690	6,386	...	...	46	774	46	774	7,736	7,160	
	Thayetmyo	...	...	53	148	6,838	5,501	...	...	6,891	5,649	...	...	488	732	488	732	7,379	6,381	
Tenasserim	Moulmein	...	...	1,252	1,279	1,818	1,305	69	73	3,139	2,657	...	...	...	595	...	595	3,139	3,252	
	Amherst	...	...	44	56	5,795	2,414	...	...	5,839	2,470	...	...	1,636	5,565	1,636	5,565	7,475	8,035	
	Shwegyin	...	...	298	289	10,104	7,296	...	22	10,402	7,607	...	...	34	2,284	34	2,284	10,436	9,891	
	Toungoo	...	...	615	625	5,018	3,423	19	26	5,652	4,074	...	...	38	1,036	38	1,036	5,690	5,110	
	Tavoy	...	...	291	217	4,243	1,221	...	...	4,534	1,438	...	...	...	2,263	...	2,263	4,534	3,701	
	Mergui	...	...	169	189	1,067	421	...	...	1,236	610	...	...	87	618	87	618	1,323	1,228	
	Salween	...	...	...	...	111	37	...	...	111	37	...	...	...	77	...	77	111	114	
	Total ...	30	27	8,947	9,404	104,227	80,103	537	459	113,741	89,993	...	...	3,600	31,679	3,600	31,679	117,341	121,672	

Financial statistics.

7. The following table compares the expenditure for the last two years as taken from departmental returns. The class of instruction and not the budget head of expenditure is here made the basis of calculation. The statement includes not only public expenditure, but expenditure from private sources, such as tuition fees and contribution to all public schools; it also includes charges for school buildings. Statistics of expenditure from private sources in indigenous schools are not obtainable :—

Head of expenditure.	1887-88.		1888-89.		Remarks.
	Net Government expenditure.	Total expenditure.	Net Government expenditure.	Total expenditure.	
	Rs.	Rs.	Rs.	Rs.	
University	...	...	...	...	
Collegiate	43,132	44,715	42,740	44,675	
Secondary	1,60,306	2,86,549	1,48,548	2,94,439	
Primary	1,72,277	1,89,052	1,56,899	1,74,281	
Female	51,558	95,241	35,791	86,757	
Special	38,024	53,599	25,185	30,552	
Scholarships	40,402	40,402	33,340	33,340	
Buildings	20,703	29,202	11,083	26,891	
Furniture and apparatus ...	1,282	4,048	1,319	1,319	
Miscellaneous	40,332	72,729	62,585	66,384	
Superintendence	89,798	89,798	82,737	82,737	
Total ...	6,57,814	9,05,335	6,00,227	8,41,375	

8. The net Government expenditure, which falls short of the estimate by Rs. 42,872, has decreased by Rs. 57,587. The decrease is accounted for by the following figures. The Educational Syndicate expenditure for collegiate instruction is less by Rs. 392. Under secondary education there is a decrease of Rs. 11,758, under primary education Rs. 15,378, female education Rs. 15,767, special instruction Rs. 12,839, scholarships Rs. 7,062, buildings Rs. 9,620. Increase has taken place on school apparatus Rs. 37, miscellaneous expenditure Rs. 22,253. A decrease of Rs. 7,061 under the head of superintendence is accounted for chiefly by savings on the pay of the Director.

9. During the year under report the scale of results-grants prescribed by the current Grant-in-aid Rules was for the first time adhered to. The total expenditure amounted to Rs. 37,058 against Rs. 57,974, showing a decrease of Rs. 20,916. By the closing of the Rangoon Vernacular Normal School a saving was effected of Rs. 13,358.

10. Fee receipts of institutions under public management, Rs. 1,14,469, show an increase over the previous year's figures of Rs. 1,588. The future stability of English schools, both aided and Municipal, depends largely upon the adherence to rules laid down for the levy of fees which are imperfectly observed. In Rangoon from 20 to 40 per cent. of fees due are in some institutions remitted as irrecoverable. Aided, secondary, and primary schools put together a total of fee receipts amounting to Rs. 65,355, or an increase of Rs. 5,927. Expenditure from sources other than fees, as shown by General Table IV of the Appendix, shows an increase of Rs. 20,423 under secondary, and a decrease of Rs. 2,189 under primary education. The decline of Rs. 8,450 on special education is due chiefly to the withdrawal from this statement of the statistics relating to the Industrial school at Akyab. The total expenditure under all heads from all other sources has fallen by Rs. 8,261 and is accounted for under the head special schools.

SECTION II.

CONTROLLING AGENCIES.

11. Early in the year Mr. Hordern, whilst absent on furlough, was compelled by ill-health to retire from the service, an event that was noted by the Chief Commissioner in his Resolution on last year's annual report. I con-

tinued to act as Director of Public Instruction until the appointment of Mr. John VanSomeren Pope shortly after the end of the year under report. The office of Inspector of Schools, Eastern Circle, continued to be held by Mr. L. A. Goss and that of Inspector of Schools, Western Circle, by Mr. C. A. E. G. Adams, Head Master of the Government High School, Moulmein.

12. Amongst the Deputy Inspectors a few changes have taken place. The Rangoon Town Deputy Inspector, Maung Maung, died shortly after the close of the year and his place is now filled by Maung Môn from Pegu circle, the vacancy at Pegu being temporarily filled by Maung San Ye, a first grade vernacular certificated teacher. Maung Paw Din was sent in August from Tavoy and Mergui circle to replace Maung Ba Bwa, removed from his appointment, and Maung Myat Tun, formerly teacher in Moulmein Normal School, has been posted to Tavoy and Mergui circle.

13. The following statement shows the amount of inspection work done by the Inspectors and Deputy Inspectors of Schools :—

Name.	Designation.	Days of inspection.	Visits of inspection.
Mr. L. A. Goss ...	Inspector of Schools, officiating in Eastern Circle ...	198	209
Mr. C. A. E. G. Adams ...	Officiating Inspector of Schools, Western Circle ...	208	225
Maung Maung ...	Deputy Inspector of Schools, Rangoon	113	307
Maung Po Maung ...	Officiating Deputy Inspector of Schools, Rangoon ...	84	152
Maung Môn ...	Officiating Deputy Inspector of Schools, Rangoon ...	3	...
Maung Bwa ...	Deputy Inspector of Schools, Hanthawaddy	215	660
Maung Môn ...	Deputy Inspector of Schools, Pegu	245	721
Maung Po Tun ...	Officiating Deputy Inspector of Schools, Pegu	78	301
Maung Po Kya ...	Deputy Inspector of Schools, Tharrawaddy	150	322
Maung San Yè ...	Officiating Deputy Inspector of Schools, Tharrawaddy ...	39	109
Maung Po Maung ...	Deputy Inspector of Schools, Prome	167	421
Maung Po Tun ...	Officiating Deputy Inspector of Schools, Prome	78	301
Maung Pa Ha ...	Deputy Inspector of Schools, Toungoo, and Deputy Inspector of Karen Schools, Shwegyin and Toungoo.	229	420
Maung Gauk ...	Deputy Inspector of Schools, Shwegyin	252	458
Maung Shwe Hmôn ...	Deputy Inspector of Schools, Amherst and Moulmein ...	224	471
Maung Paw Din ...	Deputy Inspector of Schools, Tavoy and Mergui ...	67	131
Maung Myat Tun ...	Deputy Inspector of Schools, Tavoy and Mergui ...	172	389
Maung Taw Pru ...	Deputy Inspector of Schools, Thôngwâ	271	678
Maung Po Nwe ...	Deputy Inspector of Schools, Bassein	250	490
Maung Tun ...	Deputy Inspector of Schools, Henzada	250	460
Maung Ba Bwa ...	Deputy Inspector of Schools, Thayetmyo	43	69
Maung Paw Din ...	Deputy Inspector of Schools, Thayetmyo	137	291
Maung Nga Mè Gri ...	Deputy Inspector of Schools, Akyab	211	485
Maung Tun La ...	Deputy Inspector of Schools, Kyaukpyu and Sandoway ...	244	282
Maung Lu ...	Deputy Inspector of Karen Schools, Hanthawaddy, Pegu, Tharrawaddy, and Thôngwa.	279	299
Maung Tha Dun U ...	Deputy Inspector of Karen Schools, Bassein and Henzada ...	...	...
Maung Pa ...	Officiating Deputy Inspector of Karen Schools, Bassein and Henzada.	275	223
Maung Myan Kyè ...	Deputy Inspector of Karen Schools, Amherst, Tavoy, Mergui, and Salween.	257	229
Ainuddin	Deputy Inspector of Mahomedan Schools, Akyab	233	233

14. The area of inspection ground comprises nearly 90,000 square miles and contains about 3,000 registered schools. Under the present system of individual examination for results-grants it is not possible for the two Inspectors to visit annually more than about 15 per cent. of this number. In addition to the general work and the examination of the Rangoon schools the two Inspectors spent 174 and 161 days respectively on tour inspecting English and Vernacular schools in their circles.

15. The number of schools inspected by Mr. Goss was at headquarters 40 and in the districts 169, a total of 209. Mr. Adams inspected 225 schools, of which 51 were at headquarters. Both Inspectors have been fully occupied. Mr. Goss's advice and assistance on various occasions have been of much value. Mr. Adams has gained much experience.

16. An important part of the Inspectors' duty is the training of the Deputy Inspectors not merely with a view to making them expert examiners, but to secure as much as possible uniformity of examination. To this end Deputy

Inspectors conduct the larger part of the examination of registered primary Anglo-Vernacular schools under the personal supervision of the Inspector, who carefully looks over all question-papers set by the Deputies and keeps a watchful eye on the system of marking and all other details.

17. Amongst 16 Burmese, one Moslem, and five Karen Deputy Inspectors, many of whom have had no English education, much diversity of procedure may naturally be expected, but on the whole the effects of several years' drilling are fairly satisfactory. The outturn of work has been good except in three cases, namely, Maung Ba Bwa, who has been removed from the department, Maung Nga Mè Gri of Akyab, and Maung Po Kya of Tharrawaddy. The minimum number of 200 days to be spent on tour has been exceeded by nearly every Deputy Inspector.

18. The Akyab circle (area 6,550 square miles) is still in a backward condition. There are only 28 schools earning grants, a large number of them being in the town of Akyab itself, against 25 schools in 1887-88. Maung Nga Mè Gri has been urged into greater activity, but the district needs better supervision than it has received. As he pleaded ill-health he has been ordered to take six months' leave and his duties will be temporarily performed by Maung Po Tun, lately Head Master of the recently closed Government Vernacular School, Thônzè, and for a short time Acting Deputy Inspector, Prome.

19. Sheik Ainuddin, the Moslem Deputy Inspector, Akyab circle, with a better knowledge of his field has visited all the schools in his district twice and some of them a third time. He reckons 233 school visits for an equal number of inspection days. Whilst the number of Moslem schools remains about their present figure he might be ordered to extend his visits to Kyaukpyu and Sandoway districts. He has shown himself active and painstaking.

20. Kyaukpyu and Sandoway circle (area 7,976 square miles) is in the charge of Maung Tun La, who was 244 days on tour and made 282 visits to schools, a smaller number than last year. Maung Tun La's annual report might have been fuller.

21.. In Rangoon Town the failing health of Maung Maung perceptibly affected the indigenous schools, which betrayed signs of retrogression. Maung Maung was compelled to take leave in November and died the following March. He was an intelligent and diligent officer. For three months Maung Po Maung of Prome, an experienced Inspecting Officer, was deputed to the temporary charge of Rangoon Town and did much towards replacing the schools on a proper footing. Maung Môn of Pegu, who has been appointed to the vacancy, has been deservedly commended by the President of the Municipality. Maung Môn's report on Rangoon Town schools is commendable for its clearness and arrangement.

22. Hanthawaddy circle (area 1,867 square miles). During the year Maung Bwa spent 215 days on inspection work, making 660 visits. Mr. Goss thinks the work of the certificated assistant teachers in this district calls for closer supervision.

23. Pegu circle (area 2,509 square miles) for 11 months was in the charge of Maung Môn, who made 721 inspections in the 248 days spent on actual inspection work. Maung San Yè, a first grade Vernacular certificated teacher, is temporarily in charge.

24. Tharrawaddy circle (area 2,014 square miles), although smaller than some other districts and intersected by the railway, is, the Inspector thinks, too heavy a charge for the present Deputy Inspector, Maung Po Kya.

25. Prome circle (area 2,887 square miles) continues to be very judiciously controlled by Maung Po Maung, who spent 251 days on inspection work, making 573 inspections. Latterly Maung Po Maung's health has suffered and he has applied for three months' leave, when his place will be temporarily filled by a first grade certificated teacher.

26. Thôngwa circle (area 5,413 square miles) forms an onerous charge and under a former Deputy Inspector was falling into disorder. Under Maung Taw Pru affairs are coming right again. During 271 days spent on tour 678 visits were made. Maung Taw Pru furnished a good annual report.

27. Bassein circle (area 7,047 square miles). Maung Po Nwe, who spent 250 days on tour and made 490 inspection visits, is a diligent and painstaking officer.

28. Henzada circle (area 1,948 square miles). Maung Tun maintains his character for activity and good judgment. He made 460 visits in 250 days.

29. Thayetmyo circle (area 2,397 square miles) was seriously mismanaged and the Deputy Inspector in charge was dispensed with. Maung Paw Din from Tavoy was appointed and took charge on the 16th August. He spent 137 days on tour and made 291 visits of inspection. Maung Paw Din's energy and vigilance are restoring order.

30. Moulmein Town and Amherst circle (area 15,203 square miles) has become too much for one Deputy Inspector to manage. The town of Moulmein is an educational centre next in importance to Rangoon and might find full employment for a Deputy Inspector of its own. Maung Shwe Hmôn spent 224 days on inspection work, making in that time 471 inspections. Mr. Goss thinks a younger or more active officer is needed for this circle.

31. Shwegyin circle (area 5,427 square miles). Maung Gauk has performed his duties conscientiously, spending 252 days on inspection and making 458 visits. He would do still better if he made himself more thoroughly acquainted with the rules and practice of the department.

32. Toungoo circle is inspected by the Deputy Inspector for Karen Schools. The necessity for a Burman Deputy Inspector has been urged for some years, but financial objections have stood in the way. There can be no question as to the need for such an appointment.

33. Tavoy and Mergui circle (area 14,960 square miles) has scarcely a school worthy of the name except within the towns of Tavoy and Mergui, and three or four large villages, the headquarters of townships. For five months this circle was under the charge of Maung Paw Din. On his transfer to Thayetmyo the post was filled by the appointment of Maung Myat Tun, an experienced teacher in the Moulmein Normal School. During the year 172 days were devoted to inspection work and 389 visits made.

34. Success amongst Karen schools depends largely on the personal influence of the Deputy Inspectors, the Karen villagers being strongly clannish.

35. Karen Pegu circle comprises the districts of Hanthawaddy, Pegu, Tharrawaddy, and Thôngwa, an area of 11,803 square miles. Maung Lu spent on inspection 279 days and made 299 school visits. Much time is necessarily consumed in actual travelling. Maung Lu was 269 days away from headquarters and has worked indefatigably. He submitted a well-arranged, instructive report and is a valuable inspecting officer.

36. Karen Tavoy-Mergui circle includes Amherst and Salween districts, and covers an area of 34,795 square miles. Maung Nan Kyè is reported to have actually travelled by river and land upwards of 3,000 miles. He was away from headquarters 257 days and paid 229 school visits. The activity and intelligence with which his work has been done are highly commendable. The Inspector remarks that Maung Nan Kyè's annual report is a very fair example of what a Deputy Inspector's annual report should be.

37. Karen Bassein circle includes the districts of Henzada and Thayetmyo (area 11,392 square miles), but there are no Karen schools in the Thayetmyo district. In 275 days of tour Maung Pa might, the Inspector says, have made more than 223 school visits, notwithstanding the long distances between the schools. On the whole, however, Mr. Adams is satisfied that the inspection work has been fairly done. Maung Pa's predecessor, Maung Tha Dun U, now a Myoôk, was in charge for only one month and was engaged all the time in clerical duties.

38. Karen Toungoo-Shwegyin circle (area 11,781 square miles) is in the charge of Maung Pa Ha, who, although a Karen, has also been entrusted with the inspection of Burmese schools in the district of Toungoo. The work cannot be efficiently performed by one officer. The Karen schools of Toungoo and Shwegyin are chiefly in the hills, many accessible only at certain seasons.

Maung Pa Ha has done his work honestly, spending 229 days on inspection, making 420 school visits.

39. The Educational Syndicate have been entrusted with the control of the Rangoon College and its school departments. They also conduct the provincial examinations for the Subordinate Civil Service, the Middle School examination, the Advocates' examination, and the Teachers' Certificate examination.

40. Municipal Committees have worked harmoniously with the department. Expression, however, has frequently been given to the opinion that a resumption by the department of a larger share of the control of schools maintained or aided from Municipal funds would afford relief to Committees that feel their time heavily taxed by their multifarious duties.

41. District Committees have afforded valuable assistance.

42. By the re-distribution of the two circles of inspection, alluded to in last year's report, all the advantage aimed at has been secured.

43. The experiment of combining the two Inspectors' office establishments has so far proved advantageous. Without any increase of expenditure an additional clerk has been appointed. Not only has a better division of labour become possible, but there is prospect of more time becoming available for active inspection work.

SECTION III.

University Education.

44. The Rangoon College, which is still under the control of the Educational Syndicate, meets all present demands of the province for collegiate instruction. The Principal makes the following report:—

"The College and high school remained under the control of the Syndicate; the middle and primary schools, which were previously under the control of the Municipality, passed to that of the Syndicate at the beginning of the year.

"The average number of students on the rolls of the College was 33·2 with an average daily attendance of 28·7 as compared with an average daily attendance of 22 in 1887-88, and on the rolls of the high school 46·6 with an average daily attendance of 35·7 as compared with an average daily attendance of 39·3 in 1887-88. The average number of students enrolled in the middle school was 165·6 with an average daily attendance of 138·2 as compared with an average daily attendance of 126 in 1887-88; in the upper primary school 96·4 with an average daily attendance of 77·9 as compared with an average daily attendance of 64 in 1887-88; in the lower primary school 185·4 with an average daily attendance of 154·3 as compared with an average daily attendance of 167 in 1887-88.

"Thirty-nine candidates in all were presented for the Calcutta examinations, three for the B. A., of whom three were successful, 13 for the F. A., of whom five were successful, and 20 for the matriculation, of whom eight were successful. Sixty candidates were presented for the Middle School examination, of whom 32 were successful. Thirty-nine candidates appeared for and 16 passed the Upper Primary examination, and 58 sat for and 35 passed the Lower Primary examination.

"The average age of the students in the College is 18½; in the high school 17; in the middle school 14; in the upper primary school 12; and in the lower primary school 10.

"The principal changes in the teaching staff of the institution were as follows. Mr. Gilbert retired from the Principalship of this College on the 7th April. Mr. A. J. Wells officiated as Principal from that date to the 16th June. I took over charge on the 17th June. Dr. Forchhammer was deputed to Pagan on archæological duties on the 10th October and his place has since been filled by Mr. J. Gray. Mr. W. E. Mack, who officiated as Mathematical Lecturer during the greater part of the year, made over charge to Mr. E. D. Marshall on the 29th March last. Mr. G. E. Wales and Maung U Gyaw were temporarily promoted to the First and Second Masterships respectively in the high school. Mr. E. Laycock officiated as Head Master of the middle school, and Mr. R. Knight was made permanent Head Master of the primary school. The Third Mastership in the high school and the Pali teachership in the middle school were abolished.

"The work of the various departments proceeded as heretofore based on the curricula prescribed by the Calcutta University and by the Educational Syndicate.

"The College and high school expenditure for the year amounted to Rs. 50,717-0-6, and the income from fees to Rs. 4,074-2-0.

"The cost of the middle school was Rs. 12,312-4-3 and the income from fees Rs. 5,931.

"The cost of the primary school was Rs. 7,655-12-4 and the income from fees Rs. 7,644.

"The total expenditure on the whole institution, exclusive of the Boarding Department, amounted to Rs. 70,685-1-1 and the total receipts by fees to Rs. 17,649-2-0, leaving a balance of Rs. 53,035-15-1 as the charge to Government.

"The Boarding Department was as usual well managed. The average number of boarders on the rolls was 98 with an average daily attendance of 87·4, and the number of boarders in attendance at the end of the year was 95, of whom 11 attended the College, 19 the high school, 37 the middle school, and 28 the primary school.

"The expenditure of the Boarding Department was Rs. 9,333-0-2 and the receipt by fees Rs. 8,269, making a deficit of Rs. 1,064-0-2, which was caused by a large outlay on lockers and other furniture amounting to Rs. 1,155-8-0 and by special arrangements in diet from May to December last."

45. The last two years' results of the F. A. and B. A. examinations are shown in the following tables:—

F. A. Examination.

1887-88.			1888-89.		
Number of candidates.	Number passed.	Percentage.	Number of candidates.	Number passed.	Percentage.
6	4	66·67	13	5	38·46

B. A. Examination.

1887-88.			1888-89.		
Number of candidates.	Number passed.	Percentage.	Number of candidates.	Number passed.	Percentage.
2	1	50	3	3	100

46. The following is a list of the names of the successful B. A. and F. A. candidates in 1888-89:—

B. A. Examination.

No.	Name.	College.	Remarks.
1	Maung Hla Baw	Rangoon College.	
2	G. B. Smart		
3	F. A. C. Trutwein		

F. A. Examination.

No.	Name.	College.	Remarks.
1	Maung Kyi O	Rangoon College	Third division.
2	B. P. Minus		
3	R. B. Smart		
4	Syed Hassen		
5	R. A. Nicholas		

47. Since the foregoing was written the College has suffered a serious loss by the sudden death of Dr. R. Romanis, D.SC., F.G.S.E., who had been connected with the institution since 1880. Dr. Romanis also held the post of Chemical Examiner to the local Government. The vacancy will not be easily refilled.

SECTION IV.

SECONDARY EDUCATION.

48. The following statement compares the statistics of secondary schools for boys for the past two years :—

Classification of schools.	1887-88.		1888-89.		Remarks.
	Schools.	Pupils.	Schools.	Pupils.	
High English.					
1. Maintained by the department	2	228	2	277	
2. Maintained by Municipal Boards ...	3	655	3	741	
3. Aided under the Grant-in-aid Rules of 1887...	3	1,172	3	1,247	
4. Unaided	...	...	...	...	
Total ...	8	2,055	8	2,265	
Middle English.					
1. Maintained by the department	...	...	1	134	
2. Maintained by Municipal Boards ...	15	1,575	14	1,469	
3. Aided under the Grant-in-aid Rules of 1887...	19	2,650	19	2,848	
4. Unaided	...	...	...	...	
Total ...	34	4,225	34	4,451	
Middle Vernacular.					
1. Maintained by the department	...	...	...	...	
2. Maintained by Municipal Boards ...	1	69	1	62	
3. Aided under the Grant-in-aid Rules of 1887...	...	...	...	...	
4. Aided under the Rules for indigenous schools	14	1,202	18	1,264	
5. Unaided	...	...	...	...	
Total ...	15	1,271	19	1,326	
GRAND TOTAL ...	57	7,551	61	8,042	

Secondary schools of all classes taken together have advanced from 57 to 61, or by 7 per cent., and their pupils from 7,551 to 8,042, or by 6·5 per cent. High schools remain eight in number, but their pupils have increased at the rate of 10·2 per cent. Middle English schools are also stationary, but their pupils have increased by 5·3 per cent. Middle aided Vernacular schools have increased by four and pupils by 62. All classes of schools for secondary education show an increased attendance.

49. The following table displays in fuller detail the attendance and expenditure in Government and aided schools of secondary instruction:—

Class of school.	Number of schools.	Number of pupils on the rolls on the 31st March 1889.	Average number on the rolls monthly during the year.	Average daily attendance.	Expenditure. From Government funds.	Expenditure. From other sources.	Expenditure. Total.	Remarks.
					Rs.	Rs.	Rs.	
High English.								
1. Maintained by the department.	2	277	237	190	14,785	5,427	20,212	
2. Maintained by Municipal Boards.	3	741	721	613	27,278	10,706	37,984	
3. Aided under the Grant-in-aid Rules of 1887.	3	1,247	1,203	1,003	11,688	38,342	50,030	
Total ...	8	2,265	2,161	1,806	53,751	54,475	1,08,226	
Middle English.								
1. Maintained by the department.	1	134	167	138	6,381	5,931	12,312	
2. Maintained by Municipal Boards.	14	1,469	1,466	1,222	61,736	11,799	73,535	
3. Aided under the Grant-in-aid Rules of 1887.	19	2,848	2,912	2,404	14,329	73,472	87,801	
Total ...	34	4,451	4,545	3,764	82,446	91,202	1,73,648	
Middle Vernacular.								
1. Maintained by the department.	...	...	...	...	...	...	...	
2. Maintained by Municipal Boards.	1	62	66	57	1,041	214	1,255	
3. Aided under the Grant-in-aid Rules of 1887.	...	...	...	...	...	...	...	
4. Aided under the Rules for indigenous schools.	18	1,264	1,264	1,264	11,310	...	11,310	
Total ...	19	1,326	1,330	1,321	12,351	214	12,565	
Grand Total ...	61	8,042	8,036	6,891	1,48,548	1,45,891	2,94,439	

In the previous year the expenditure on 57 public secondary schools was Rs. 2,86,549, of which Rs. 1,60,306 were contributed by Government or Municipalities and Rs. 1,26,243 from private sources. This year there has been a saving to public funds of Rs. 11,758, private expenditure having at the same time increased by Rs. 19,648. In all well-conducted schools tuition fees are readily paid.

50. The following table shows the number of pupils who succeeded in passing the Calcutta Entrance and the Middle School examinations during the past two years of 1887-88 and 1888-89 :—

Class of intitution.	1887-88.			1888-89.			Remarks.
	Entrance.	Middle.	Total.	Entrance.	Middle.	Total.	
1. From public schools under public management.	22	123	145	8	134	142	
2. From public schools under private management and aided under the Grant-in-aid Rules of 1887.	9	122	131	7	126	133	
3. From public schools under private management and aided under the Rules for indigenous schools.	...	54	54	...	56	56	
Total ...	31	299	330	15	316	331	

Entrance passes have declined from 31 to 15, or at the rate of 52 per cent. Middle School passes (English) number 231 against 200 in 1887-88, an increase of 15·5 per cent., but this gain being unquestionably the result to some extent of too easy an application of the Middle School test cannot be regarded as an unqualified indication of progress. It must be admitted that the annually increasing number of boys and girls that enter upon the secondary stage of education is not being followed by a corresponding increase of educational success at the public examinations. Appended is a list of schools and the number of pupils passed from each.

Division.	District.	Name of school.	1887-88.			1888-89.			Remarks.
			Entrance.	Middle.	Total.	Entrance.	Middle.	Total.	
Arakan.	Akyab	Municipal High School ...	3	8	11	...	6	6	
		Government Normal School ...	...	3	3	...	7	7	
		Maung Bwin's Lay School ...	...	1	1	...	...	...	
		U Gunamyitzu's Monastic School	...	2	2	...	...	...	
		Minsaya Kyaung	...	2	2	...	2	2	
	Kyaukpyu	Municipal Middle School, Kyaukpyu.	...	4	4	...	5	5	
		Municipal Middle School, Ramree.	...	...	...	...	1	1	
	Sandoway	Municipal Middle School ...	...	5	5	...	6	6	
		Maung Kade's Lay School ...	...	...	...	...	2	2	
		Ôk Kyaung's School, Gwa ...	...	...	...	...	1	1	
Pegu.	Rangoon	Syndicate High School ...	17	...	17	8	...	8	
		Syndicate Middle School ...	...	16	16	...	32	32	
		Government Normal School ...	...	9	9	...	...	...	
		St. John's College, S. P. G. ...	3	24	27	2	34	36	
		St. Paul's High School ...	3	18	21	3	9	12	
		St. John's Convent ...	...	11	11	2	10	12	
		Methodist Episcopal School ...	...	1	1	...	2	2	
		St. Gabriel's School ...	...	4	4	...	...	...	
		St. Anthony's School ...	...	2	2	...	1	1	
		Diocesan Girls' School ...	...	4	4	...	2	2	
		Diocesan Boys' School ...	...	1	1	...	...	...	
		Carried over ...	26	115	141	15	120	135	

Division.	District.	Name of school.	1887-88.			1888-89.			Remarks.
			Entrance.	Middle.	Total.	Entrance.	Middle.	Total.	
		Brought forward ...	26	115	141	15	120	135	
Pegu—concluded.	Rangoon—*concluded.*	A. B. M. Boys' School ...	...	1	1	...	...	...	
		St. Barnabas' School ...	...	1	1	...	...	...	
		Old Convent (English) ...	...	1	1	...	...	...	
		Baptist College, Alôa ...	...	1	1	...	1	1	
		Old Convent (Vernacular) ...	...	1	1	...	2	2	
		A. B. M. Girls' School, Kemmendine.	...	7	7	...	15	15	
		Maung Po Thaw's Lay School...	...	1	1	...	...	...	
		U Damasari's Monastic School...	...	1	1	...	...	...	
		Lutheran Mission School ...	...	...	...	...	2	2	
		Pegu Karen High School ...	...	...	...	...	2	2	
		Cantonment Anglo-Vernacular School.	...	...	...	...	1	1	
		Syndicate Primary School ...	...	...	...	...	1	1	
		U Shwe On's Lay School ...	...	...	...	...	1	1	
		U On Gaing's Lay School ...	...	...	...	...	1	1	
	Hanthawaddy	U Pandi's Monastic School ...	...	1	1	...	...	...	
		Maung Shwe Wa's Lay School ...	...	4	4	...	3	3	
		Maung Tha Byaw's Lay School...	...	1	1	...	1	1	
		Maung Po Sin's Lay School ...	...	1	1	...	2	2	
		Maung Shwe Pyo's Lay School	...	...	...	...	2	2	
		Maung Pan U's Lay School ...	...	...	...	...	1	1	
	Pegu	Municipal Middle School ...	...	6	6	...	...	...	
		U Thagaya s Monastic School ...	...	1	1	...	...	...	
		Maung Tun Min's Lay School ...	...	1	1	...	1	1	
		U Teza's Monastic School ...	...	...	...	...	2	2	
	Tharrawaddy	Maung Kyaw Zan's Lay School, Thônzè.	...	2	2	...	...	...	
		Maung Tha Nyun's Lay School, Thônzè.	...	3	3	...	...	...	
		Municipal Middle School, Thônzè.	...	2	2	...	5	5	
		Wazo Kyaung, Mingyi ...	...	1	1	...	1	1	
		Maung Sin's Lay School, Letpadan.	...	1	1	...	2	2	
		U Thadathana's Monastic School, Thônzè.	...	1	1	...	...	...	
		U Meda's Monastic School, Letpadan.	...	...	...	...	1	1	
		Maung Naw Tin's Lay School, Kyuhnitywa.	...	...	...	...	1	1	
		U Kalayana's Monastic School, Ôkpo.	...	...	...	...	4	4	
		Maung Shwe Tôk's Lay School, Tapun.	...	...	...	...	1	1	
		U Kyaw's School, Mahabaung village.	...	...	...	...	1	1	
		Maung Paw Tun's School, Letpadan.	...	...	...	...	1	1	
	Prome	Municipal Middle School, Paungdè.	...	5	5	...	6	6	
		Maung Aing Tôk's Lay School, Padigôn.	...	1	1	...	2	2	
		U Do's Monastic School, Prome	...	1	1	...	...	...	
		Maung Myat Thu's Lay School, Kaddôk.	...	2	2	...	1	1	
		Municipal Middle School, Shwedaung.	...	...	...	...	3	3	
		Municipal Middle School, Prome	...	...	...	...	2	2	
		Maung So's Lay School, Duyingabo village, Prome.	...	...	...	...	2	2	
		U Taungbo's Lay School, Thègôn.	...	...	...	...	1	1	
		Carried over ...	26	163	189	15	192	207	

Division.	District.	Name of school.	1887-88. Entrance.	1887-88. Middle.	1887-88. Total.	1888-89. Entrance.	1888-89. Middle.	1888-89. Total.	Remarks.
		Brought forward ...	26	163	189	15	192	207	
Irrawaddy.	Thôngwa ...	Municipal Middle School, Yandoon.	...	4	4	...	3	3	
	Bassein	Municipal High School ...	1	13	14	...	13	13	
		A. B. M. Karen Institute, Bassein.	...	2	2	...	3	3	
		Maung Mu's Lay School, Bassein	...	2	2	...	2	2	
		U Zanainda's Monastic School, Bassein.	...	1	1	...	...	...	
		U Pandi's Monastic School, Bassein.	...	2	2	...	...	...	
		U Wimalaya's Monastic School, Bassein.	...	5	5	...	...	...	
		St. Peter's Institute, Bassein ...	...	2	2	...	1	1	
		Saya Maung Aung Myat's Lay School, Kyunpyaw.	...	...	...	...	3	3	
		Maung San La Baw's Lay School, Bassein.	...	...	...	...	1	1	
		A. B. M. Pwo-Karen School, Bassein.	...	...	...	...	4	4	
	Henzada	Municipal Middle School ...	...	7	7	...	3	3	
		Maung Law's Lay School, Henzada.	...	3	3	...	...	...	
		U Sandima's Monastic School, Henzada.	...	...	...	...	1	1	
		St. Peter's S. P. G. school ...	...	...	...	...	4	4	
		Maung Pauk's Lay School, Zalun, Henzada.	...	...	...	...	1	1	
		Municipal Middle School, Kyangin.	...	...	...	...	1	1	
		Ma Pu's Lay School, Kyangin ...	...	...	...	...	1	1	
Tenasserim.	Moulmein	Government High School ...	1	12	13	...	18	18	
		Government Normal School ...	...	10	10	...	2	2	
		St. Joseph's Convent ...	3	3	6	...	5	5	
		St. Patrick's School ...	...	5	5	...	6	6	
		A. B. M. Boys' School ...	...	6	6	...	4	4	
		Cantonment School ...	...	2	2	...	...	...	
		St. Augustine's S. P. G. School	...	6	6	...	6	6	
		Eurasian Home	...	2	2	...	...	...	
		St. Matthew's School ...	...	2	2	...	4	4	
		A. B. M. Morton Lane Girls' School.	...	9	9	...	3	3	
		Maung Shwe Thaw's Lay School, Mopun.	...	1	1	...	1	1	
		A. B. M. Karen School ...	...	1	1	...	...	...	
	Amherst	Thainsaik School	...	2	2	...	...	...	
		Mandawin's Monastic School, Kyaiktaw village.	...	...	...	...	1	1	
	Shwegyin	Municipal Middle School ...	...	5	5	...	4	4	
		Maung Aung Myat's Lay School, Shwegyin.	...	2	2	...	1	1	
		Min Kyaung School, Shwegyin	...	1	1	...	...	...	
		Ko Po Min's Lay School, Pyuntaza.	...	...	...	...	1	1	
		U Shin Gye's Lay School, Sittang.	...	...	...	...	1	1	
		Duyin Kyaung, Shwegyin ...	...	...	...	...	1	1	
		U So's Lay School, Winpadaw village.	...	...	...	...	1	1	
	Toungoo	Municipal Middle School ...	...	2	2	...	4	4	
		St. Luke's S. P. G. School ...	...	3	3	...	2	2	
		R. C. M. Anglo-Vernacular Boys' School.	...	...	...	...	2	2	
		R. C. M. Vernacular School ...	...	...	...	...	1	1	
		Saya E's Lay School, Toungoo	...	...	...	...	1	1	
		Maung Po Mya's Lay School, Toungoo.	...	...	...	...	1	1	
		Carried over ..	31	278	309	15	303	318	

Division.	District.	Name of school.	1887-88.			1888-89.			Remarks.
			Entrance.	Middle.	Total.	Entrance.	Middle.	Total.	
		Brought forward ...	31	278	309	15	303	318	
Tenasserim—*concld.*	Tavoy	Municipal Middle School ...	...	11	11	...	11	11	
		A. B. M. Karen School ...	...	2	2	...	...	...	
		Maung Lu Din's Lay School ...	...	7	7	...	...	...	
	Mergui ...	Municipal Middle School ...	...	1	1	...	1	1	
Northern Division, Upper Burma	Mandalay	A. B. M. School, Mandalay ...	...	...	...	...	1	1	
		Total ...	31	299	330	15	316	331	

At the Entrance examination the high school department of the Rangoon (Syndicate) College passed eight, St. Paul's R. C. High School three, St. John's College, S. P. G., two, St. John's Convent high school two, that is, out of eight high schools only four succeeded in passing any candidates, and every institution except St. Paul's R. C. High School, Rangoon, has lost ground.

Taking high school and middle school passes together the Syndicate school leads with 40 passes and is closely run by St. John's College with 36; the rest follow at a distance, Moulmein Government High School with 18; Bassein Municipal School with 13; St. Paul's High School, Rangoon, and St. John's Convent, Rangoon, with 12 each. Amongst the Vernacular schools the A. B. M. Girls' School, Kemmendine, is easily first with 15 passes. But the condition of secondary education is still unsatisfactory. Head Masters in charge of high school classes complain that boys presenting the Educational Syndicate's certificate of having passed the middle school standard are found so unfit to enter on the high school course of study that periods varying from 6 to 12 months have to be spent on doing middle school work. Thus additional labour is thrown on the high school staff. Middle school certificate-holders who fancied themselves within two years of the Calcutta Entrance examination discover that they have three years' work before them. Teachers and students are mutually disappointed. The middle school course of study, estimated to occupy three years, is generally got through in two and frequently in less. The evil of defective examination goes lower than the middle school test. By a ruling of the Educational Syndicate, to whom is entrusted the fixing of these examination standards, Inspecting Officers when examining children in reading English are forbidden to ask any question as to the meaning of passages read. In a school where the aim of the teachers is to secure as large a grant as possible the effect of such a system of examination is perilous. But with regard to standards of examination and application of examination tests the department has been rendered powerless to remedy the evil indicated.

SECTION V.

PRIMARY INSTRUCTION.

Municipal and Government schools.

51. The following statement compares the statistics of primary schools for the past two years :—

Primary Schools of all classes.

Class of institution.	Number of primary schools under inspection.		Attendance.		Number of pupils passed.			
					Upper Primary examination.		Lower Primary examination.	
	1887-88.	1888-89.	1887-88.	1888-89.	1887-88.	1888-89.	1887-88.	1888-89.
Public institutions under public management.	43	37	3,239	3,246	116	143	211	246
Public institutions under private management.	43	42	4,430	4,790	250	265	301	370
Indigenous schools (aided). Burmese ...	4,340	2,407	89,760	68,205	777	703	1,963	2,061
Karen ...	610	379	12,970	11,118	135	207	549	652
Mahomedan ...	...	20	...	447	...	...	...	...
Total ...	5,036	2,885	110,399	87,806	1,278	1,318	3,024	3,329

52. Six Muncipal schools have been closed, but the total number of children under instruction in schools of this class has advanced from 3,239 to 3,246 and the full passes gained are more by 62, or 18·96 per cent. The six schools that have been closed are the following :—

Danubyu and Kyaikto, two small elementary English schools of doubtful value.

Thônzè Vernacular Municipal School, which has been transferred to efficient private management.

Shwegyin Anglo-Vernacular Girls' School, an ill-advised experiment of very brief duration.

The two Vernacular Girls' Schools and Yandoon and Bassein, unnecessary and inefficient.

Registered aided shools.

53. From the list of registered aided schools one (the Church of England Day School Rangoon), has disappeared, being unable to fulfil the conditions of the current Grant-in-aid Rules. Although defective as an educational institution it is useful as an orphanage and enjoys special aid from the Rangoon Municipality outside the rules; for some of its inmates European orphan and boarder stipends are paid on condition that suitable instruction is obtained by sending the stipend-holders to an adjacent approved school. Primary instruction in aided schools generally has advanced. The number under instruction has increased by 360 and the number of full passes show an increase of 84, being 15·24 more than the preceding year.

Indigenous schools, Burmese.

54. For many years it has been noticed that the number returned as Burmese indigenous schools included many that did not deserve the name of a school. The large loss under this head is explained at paragraph 62 of the chapter of this section on primary education in indigenous schools. No diminution of instruction agency has taken place. The inefficient schools have been relegated to the private school list and only those acknowledged that are doing real work. At the same time great care has been taken not to discourage the most rudimentary attempts to supply a real want. It will be seen that the loss of pupils is at the rate of 11 per school. A very large proportion of the alleged pupils were merely personal attendants on pôngyis who received absolutely no instruction. The number of full passes gained by pupils attending indigenous Burmese schools shows a small rise of 24, or about 1 per cent. more than the previous year.

55. The full passes in Karen schools have increased by 175, or 25·6 per cent., a result which points to decided improvement in the schools recognized. A diminution in number of Karen schools and pupils is shown in paragraph 62 of the chapter on primary education in indigenous schools to have been caused by the stricter system of registration applied to indigenous schools.

Karen schools.

56. The efforts made to improve these schools are beginning to bear fruit. Twenty Mahomedan schools have been found fit for recognition with an aggregate attendance of 447 pupils. No full passes have been achieved yet, but the results-grants, amounting to Rs. 114 in all, indicate that work has been done.

Mahomedan schools.

57. The six schools of this description shown last year under a separate heading have been absorbed in the total of Burmese and Karen indigenous schools. They are generally well-managed, useful institutions, following the same course of instruction as that pursued by indigenous schools. Fuller details of indigenous Burmese, Karen, and Mahomedan schools are furnished in the following statistical form :—

Missionary schools.

Statistical Summary of Indigenous Burmese Schools for the official year ending 31st March 1889.

Division.	District.	Class of institution.	SCHOOLS UNDER INSPECTION. — Number of institutions. — At the beginning of the year.	Brought on the inspection list during the year.	Withdrawn from the inspection list.	At the close of the year.	Attendance. — Boys.	Girls.	Total.	AIDED INSTITUTIONS. — Number of schools.	Attendance. — Boys.	Girls.	Number of pupils who have passed — Middle school examination. — Boys.	Girls.	Upper primary examination. — Boys.	Girls.	Lower primary examination. — Boys.	Girls.	Direct expenditure from public funds. — Provincial funds.	Local cess funds.	Municipal funds.	Total.	Details of amount in column 23. — Results-grants.	Salary-grants.	Miscellaneous.	UNAIDED INSTITUTIONS. — Number of schools.	Attendance. — Boys.	Girls.	Percentage of aided schools to total aided and unaided schools.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
																			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.				
Arakan.	Akyab	Monastic	118	1	81	38	797	...	797	13	342	...	2	...	7	...	15	...	...	3,447	514	3,961	103	3,858	...	25	455	...	34·21
		Lay	26	3	5	24	902	189	1,091	15	729	65	...	...	23	...	51	1	...	3,681	2,202	5,883	1,023	4,860	...	9	173	124	62·50
		Total	144	4	86	62	1,699	189	1,888	28	1,071	65	2	...	30	...	66	1	...	7,128	2,716	9,844	1,126	8,718	...	34	628	124	45·16
	Northern Arakan.	Monastic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Lay	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Kyaukpyu	Monastic	130	1	55	76	1,141	...	1,141	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	76	1,141	...	...
		Lay	21	...	11	10	234	65	299	8	206	54	...	...	17	...	21	2	...	1,875	515	2,390	424	1,966	...	2	28	11	80·00
		Total	151	1	66	86	1,375	65	1,440	8	206	54	...	...	17	...	21	2	...	1,875	515	2,390	424	1,966	...	78	1,169	11	9·30
	Sandoway	Monastic	42	...	22	20	414	...	414	3	72	...	1	...	1	...	1	...	...	...	...	...	...	...	...	17	342	...	15·00
		Lay	10	1	3	8	269	45	314	8	269	45	2	...	5	...	28	2	...	759	981	1,740	511	1,154	75	...	...	...	100·00
		Total	52	1	25	28	683	45	728	11	341	45	3	...	6	...	29	2	...	759	981	1,740	511	1,154	75	17	342	...	39·29
Pegu.	Rangoon Town.	Monastic	176	1	136	41	966	...	966	9	300	...	...	...	10	...	17	...	...	...	668	668	81	587	...	33	666	...	21·95
		Lay	53	10	7	56	1,787	951	2,738	46	1,617	850	2	...	26	6	104	41	...	...	12,145	12,145	5,937	6,088	120	10	170	101	82·14
		Total	229	11	143	97	2,753	951	3,704	55	1,917	850	2	...	36	6	121	41	...	...	12,813	12,813	6,018	6,675	120	42	836	101	56·70
	Hanthawaddy.	Monastic	311	16	155	172	4,921	...	4,921	13	334	...	...	...	...	...	2	...	...	...	...	...	...	...	...	159	4,587	...	7·56
		Lay	43	9	25	27	834	444	1,278	19	634	317	9	...	26	...	62	13	...	4,642	...	4,642	1,982	2,660	...	8	200	127	70·37
		Total	354	25	180	199	5,755	444	6,199	32	968	317	9	...	26	...	64	13	...	4,642	...	4,642	1,982	2,660	...	167	4,787	127	16·08
	Pegu	Monastic	371	22	146	247	5,989	...	5,989	50	1,614	...	2	...	13	...	53	...	...	1,451	774	2,225	133	1,832	260	197	4,375	...	20·24
		Lay	67	24	22	69	1,423	863	2,286	39	1,005	582	1	...	25	2	85	15	...	10,467	288	10,755	3,045	7,450	260	30	418	281	56·52
		Total	438	46	168	316	7,412	863	8,275	89	2,619	582	3	...	38	2	138	15	...	11,918	1,062	12,980	3,178	9,282	520	227	4,793	281	28·16
	Tharrawaddy.	Monastic	196	12	140	68	1,955	28	1,983	67	1,945	28	6	...	18	1	54	3	...	3,694	1,098	4,792	272	4,520	...	1	10	...	98·53
		Lay	58	12	27	43	1,200	450	1,650	43	1,200	450	6	...	32	6	85	13	...	3,026	769	3,795	2,846	879	70	...	...	...	100·00
		Total	254	24	167	111	3,155	478	3,633	110	3,145	478	12	...	50	7	139	16	...	6,720	1,867	8,587	3,118	5,399	70	1	10	...	99·10
	Prome	Monastic	389	12	205	196	5,056	...	5,056	24	874	...	...	...	1	...	23	...	...	...	1,746	1,746	26	1,720	...	172	4,182	...	12·25
		Lay	61	12	24	49	1,470	626	2,096	31	1,197	467	7	...	29	6	105	18	...	4,431	4,874	9,305	2,883	5,862	560	18	273	159	63·27
		Total	450	24	229	245	6,526	626	7,152	55	2,071	467	7	...	30	6	128	18	...	4,431	6,620	11,051	2,909	7,582	560	190	4,455	159	22·45
Irrawaddy.	Bassein	Monastic	341	14	206	149	3,173	...	3,173	20	558	...	...	...	18	...	45	...	...	2,287	1,426	3,713	233	3,480	...	129	2,615	...	13·42
		Lay	55	8	18	45	1,120	404	1,524	29	881	296	4	2	37	5	92	14	...	2,125	3,526	5,651	1,402	4,249	...	16	239	108	64·44
		Total	396	22	224	194	4,293	404	4,697	49	1,439	296	4	2	55	5	137	14	...	4,412	4,952	9,364	1,635	7,729	...	145	2,854	108	25·26
	Thôngwa	Monastic	314	52	176	190	3,967	45	4,012	47	1,370	25	...	...	45	...	73	6	...	2,628	19	2,647	277	2,370	...	143	2,597	20	24·74
		Lay	43	28	14	57	1,515	651	2,166	48	1,407	579	...	...	51	12	225	44	...	6,388	5,023	11,411	2,743	8,558	110	9	108	72	84·21
		Total	357	80	190	247	5,482	696	6,178	95	2,777	604	...	...	96	12	298	50	...	9,016	5,042	14,058	3,020	10,928	110	152	2,705	92	38·46

Statistical Summary of Indigenous Burmese Schools for the official year ending 31st March 1889—concluded.

Division.	District.	Class of institution.	SCHOOLS UNDER INSPECTION. Number of institutions. At the beginning of the year.	Brought on the inspection list during the year.	Withdrawn from the inspection list.	At the close of the year.	Attendance. Boys.	Girls.	Total.	AIDED INSTITUTIONS. Number of schools.	Attendance. Boys.	Girls.	Number of pupils who have passed. Middle school examination. Boys.	Girls.	Upper primary examination. Boys.	Girls.	Lower primary examination. Boys.	Girls.	Direct expenditure from public funds. Provincial funds.	Local cess funds.	Municipal funds.	Total.	Details of amount in column 23. Results-grants.	Salary-grants.	Miscellaneous.	UNAIDED INSTITUTIONS. Number of schools.	Attendance. Boys.	Girls.	Percentage of aided schools to total aided and unaided schools.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
																			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.				
Irrawaddy—*concld.*	Henzada	Monastic	233	3	93	143	3,409	11	3,420	42	1,612	11	1	...	34	1	70	...	...	1,677	2,264	3,941	296	3,645	...	101	1,797	...	29·37
		Lay	39	16	14	41	1,067	531	1,598	25	866	383	2	...	42	12	103	16	...	2,926	5,763	8,689	2,377	6,312	...	16	201	148	60·98
		Total	272	19	107	184	4,476	542	5,018	67	2,478	394	3	...	76	13	173	16	...	4,603	8,027	12,630	2,673	9,957	...	117	1,998	148	36·41
	Thayetmyo	Monastic	249	33	57	225	4,482	...	4,482	39	1,110	...	...	...	10	...	23	...	...	754	675	1,429	80	1,349	...	186	3,372	...	17·33
		Lay	31	6	11	26	664	299	963	18	563	238	...	...	5	...	26	3	...	498	2,311	2,809	836	1,973	...	8	101	61	69·23
		Total	280	39	68	251	5,146	299	5,445	57	1,673	238	...	...	15	...	49	3	...	1,252	2,986	4,238	916	3,322	...	194	3,473	61	22·71
Tenasserim.	Moulmein Town.	Monastic	70	...	66	4	178	...	178	4	178	...	...	...	2	...	7	...	1,049	...	...	1,049	69	980	...	...	...	...	100·00
		Lay	14	4	2	16	647	343	990	15	632	334	1	...	6	6	41	9	2,184	...	...	2,184	984	1,200	...	1	15	9	93·75
		Total	84	4	68	20	825	343	1,168	19	810	334	1	...	8	6	48	9	3,233	...	...	3,233	1,053	2,180	...	1	15	9	95·00
	Amherst	Monastic	177	2	152	27	834	...	834	25	795	...	1	...	1	...	31	...	...	2,179	...	2,179	39	2,140	...	2	39	...	92·59
		Lay	28	3	12	19	518	236	754	18	509	224	...	...	10	...	16	2	...	1,817	3	1,820	572	1,248	...	1	9	12	94·74
		Total	205	5	164	46	1,352	236	1,588	43	1,304	224	1	...	11	...	47	2	...	3,996	3	3,999	611	3,388	...	3	48	12	93·48
	Tavoy	Monastic	137	...	120	17	513	...	513	17	513	...	...	...	...	...	23	...	...	393	...	393	33	360	...	...	...	...	100·00
		Lay	35	3	21	17	491	203	694	17	491	203	...	...	27	6	56	23	...	1,279	2,570	3,849	1,415	2,334	100	...	...	...	100·00
		Total	172	3	141	34	1,004	203	1,207	34	1,004	203	...	...	27	6	79	23	...	1,672	2,570	4,242	1,448	2,694	100	...	...	...	100·00
	Mergui	Monastic	41	1	39	3	64	...	64	3	64	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	100·00
		Lay	13	...	6	7	145	114	259	7	145	114	...	...	7	1	1	13	...	617	965	1,582	329	1,253	...	...	...	...	100 00
		Total	54	1	45	10	209	114	323	10	209	114	...	...	7	1	1	13	...	617	965	1,582	329	1,253	...	...	...	...	100 00
	Shwegyin	Monastic	236	10	108	138	5,113	...	5,113	10	580	...	1	...	15	...	23	...	...	...	996	996	156	840	...	128	4,533	...	7·25
		Lay	50	8	18	40	1,582	628	2,210	22	1,193	439	4	...	62	6	174	43	...	4,285	4,186	8,471	3,532	4,939	...	18	389	189	55·00
		Total	286	18	126	178	6,695	628	7,323	32	1,773	439	5	...	77	6	197	43	...	4,285	5,182	9,467	3,688	5,779	...	146	4,922	189	17·98
	Toungoo	Monastic	154	14	76	92	2,041	4	2,045	10	326	4	...	...	8	...	15	2	...	754	397	1,151	71	1,080	...	82	1,715	...	10·87
		Lay	10	2	5	7	199	121	320	5	181	97	2	...	15	5	21	7	...	...	3,902	3,902	859	3,043	...	2	18	24	71·43
		Total	164	16	81	99	2,240	125	2,365	15	507	101	2	...	23	5	36	9	...	754	4,299	5,053	930	4,123	...	84	1,733	24	15·15
	Salween	Monastic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Lay	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	For 1888-89	Monastic	3,685	194	2,032	1,846	45,013	88	45,101	396	12,587	68	14	...	183	2	475	11	1,049	19,264	10,577	30,890	1,869	28,761	260	1,450	32,426	20	21·45
		Lay	657	149	246	561	16,067	7,163	23,230	413	13,725	5,737	40	2	445	73	1,296	279	2,184	48,816	50,023	101,023	33,700	66,028	1,295	148	2,342	1,426	73·62
		Total	4,342	343	2,278	2,407	61,080	7,251	68,331	809	26,312	5,805	54	2	628	75	1,771	290	3,233	68,080	60,600	131,913	35,569	94,789	1,555	1,598	34,768	1,446	33·61
	For 1887-88 ...	.....	4,423	586	674	4,342	82,442	7,430	89,872	1,115	34,227	5,439	53	...	696	81	1,672	291	3,988	77,226	63,956	145,170	52,718	91,167	1,285	3,220	48,215	1,991	25·72
	For 1888-89	Increase	...	...	1,604	...	...	...	...	...	...	366	1	2	...	...	99	...	...	...	...	...	...	3,622	270	...	...	...	7·8
		Decrease	81	243	...	1,935	21,362	179	21,541	306	7,915	...	...	...	68	6	...	1	755	9,146	3,356	13,257	17,149	...	...	1,622	13,447	545	...

Statistical Summary of Indigenous Karen Schools for the

Division.	District.	Class of institution.	SCHOOLS UNDER INSPECTION.								
			Number of Institutions.				Attendance.			Attendance.	
			At the beginning of the year.	Brought on the inspection list during the year.	Withdrawn from the inspection list.	At the close of the year.	Boys.	Girls.	Total.	Number of schools.	Boys.	Girls.
1	2	3	4	5	6	7	8	9	10	11	12	13
Pegu.	Hanthawaddy	Monastic ...	14	2	3	13	273	...	273	...	...	...
		Lay ...	32	8	4	36	752	344	1,096	20	508	230
		Total ...	46	10	7	49	1,025	344	1,369	20	508	230
	Pegu	Monastic ...	11	...	8	3	58	...	58	...	...	...
		Lay ...	22	3	...	25	560	287	847	21	523	264
		Total ...	33	3	8	28	618	287	905	21	523	264
	Tharrawaddy	Monsatic ...	7	1	4	4	82	...	82	...	...	...
		Lay ...	19	3	1	21	542	171	713	16	456	147
		Total ...	26	4	5	25	624	171	795	16	456	147
Irrawaddy.	Bassein	Monastic ...	27	...	14	13	236	...	236	...	...	...
		Lay ...	93	6	10	89	1,576	1,224	2,800	69	1,264	952
		Total ...	120	6	24	102	1,812	1,224	3,036	69	1,264	952
	Thongwa	Monastic ...	26	1	20	7	138	...	138	...	...	...
		Lay ...	64	3	2	65	1,074	609	1,683	39	735	425
		Total ...	90	4	22	72	1,212	609	1,821	39	735	425
	Henzada	Monastic ...	5	...	5	...	...	...	...	...	...	...
		Lay ...	34	3	10	27	720	279	999	24	648	225
		Total ...	39	3	15	27	720	279	999	24	648	225
Tenasserim.	Amherst	Monastic ...	128	...	121	7	195	...	195	7	195	...
		Lay ...	26	2	8	20	360	185	545	20	360	185
		Total ...	154	2	129	27	555	185	740	27	555	185
	Tavoy	Monastic ...	1	...	1	...	...	...	...	...	...	...
		Lay ...	9	...	6	3	34	35	69	3	34	35
		Total ...	10	...	7	3	34	35	69	3	34	35
	Mergui	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay ...	14	...	9	5	46	52	98	5	46	52
		Total ...	14	...	9	5	46	52	98	5	46	52
	Shwegyin	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay ...	12	...	7	5	75	60	135	2	51	19
		Toial ...	12	...	7	5	75	60	135	2	51	19
	Toungoo	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay ...	68	4	38	34	711	414	1,125	21	495	298
		Total ...	68	4	38	34	711	414	1,125	21	495	298
	Salween	Monastic ...	12	...	10	2	37	...	37	2	37	...
		Lay ...	...	...	...	...	...	...	...	...	...	...
		Total ...	12	...	10	2	37	...	37	2	37	...
	For 1888-89	Monastic ...	231	4	186	49	1,019	...	1,019	9	232	...
		Lay ...	393	32	95	330	6,450	3,660	10,110	240	5,120	2,832
		Total ...	624	36	281	379	7,469	3,660	11,129	249	5,352	2,832
	For 1887-88		497	175	62	624	9,591	3,379	12,970	240	5,080	2,310
	For 1888-89	Increase	127	...	219	...	...	281	...	9	272	522
		Decrease	...	139	...	245	2,122	...	1,841	...	...	...

Statistical Summary of Mahomedan Schools for the

Arakan.	Akyab	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay ...	...	20	...	20	434	13	447	13	319	4
		Total ...	...	20	...	20	434	13	447	13	319	4
	For 1888-89	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay ...	...	20	...	20	434	13	447	13	319	4
		Total ...	...	20	...	20	434	13	447	13	319	4
	For 1887-88		...	...	...	...	...	...	...	...	...	...
	For 1888-89	Increase	...	20	...	20	434	13	447	13	319	4
		Decrease	...	...	...	...	...	...	...	...	...	...

official year ending 31st March 1889.

AIDED INSTITUTIONS.														UNAIDED INSTITUTIONS.			
NUMBER OF PUPILS WHO HAVE PASSED						DIRECT EXPENDITURE FROM PUBLIC FUNDS.									ATTENDANCE.		
Middle school examination.		*Upper primary examination.*		*Lower primary examination.*						*Details of amount in column 23.*							
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Provincial funds.	Local cess funds.	Municipal funds.	Total.	Results-grants.	Salary-grants.	Miscellaneous.		Number of schools.	Boys.	Girls.	Percentage of aided schools to total aided and unaided schools.
14	15	16	17	18	19	20	21	22	23	24	25	26		27	28	29	30
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.					
...	...	...	...	...	...	...	...	...	...	...	...	...		13	273	...	...
...	...	23	5	63	22	...	2,938	...	2,938	1,266	1,672	...		16	244	114	55·56
...	...	23	5	63	22	...	2,938	...	2,938	1,266	1,672	...		29	517	114	40·82
...	...	...	...	...	...	...	...	...	...	...	...	...		3	58	...	...
...	...	16	7	41	18	...	2,901	...	2,901	1,673	1,228	...		4	37	23	84·00
...	...	16	7	41	18	...	2,901	...	2,901	1,673	1,228	...		7	95	23	75·00
...	...	...	...	...	...	...	...	...	...	...	...	...		4	82	...	...
...	...	11	1	42	11	...	1,550	...	1,550	854	696	...		5	86	24	76·19
...	...	11	1	42	11	...	1,550	...	1,550	854	696	...		9	168	24	64·00
...	...	...	...	...	...	...	...	...	...	...	...	...		13	236	...	...
...	...	38	19	115	44	...	8,688	...	8,688	4,850	3,838	...		20	312	272	77·53
...	...	38	19	115	44	...	8,688	...	8,688	4,850	3,838	...		33	548	272	67·65
...	...	...	...	...	...	...	...	...	...	...	...	...		7	138	...	...
...	...	16	10	97	31	...	3,337	...	3,337	1,693	1,644	...		26	339	184	60·00
...	...	16	10	97	31	...	3,337	...	3,337	1,693	1,644	...		33	477	184	54·17
...	...	...	...	...	...	...	...	...	...	...	...	...		...	...	...	...
...	...	28	6	40	11	...	2,342	...	2,342	1,322	1,020	...		3	72	54	88·89
...	...	28	6	40	11	...	2,342	...	2,342	1,322	1,020	...		3	72	54	88·89
...	...	...	...	...	...	...	...	...	...	...	...	...		...	...	...	100·00
...	...	4	1	5 33	11	...	1,458	30	1,488	1,064	424	...		...	...	...	100·00
...	...	4	1	38	11	...	1,458	30	1,488	1,064	424	...		...	...	...	100·00
...	...	...	...	...	...	...	...	...	...	...	...	...		...	...	...	...
...	...	...	...	4	...	...	162	...	162	162	...	...		...	...	...	100·00
...	...	...	...	4	...	...	162	...	162	162	...	...		...	...	...	100·00
...	...	...	...	...	...	...	...	...	...	...	...	...		...	...	...	...
...	...	...	...	6	2	...	116	...	116	116	...	...		...	...	...	100·00
...	...	...	...	6	2	...	116	...	116	116	...	...		...	...	...	100·00
...	...	...	...	...	...	...	...	...	...	...	...	...		...	...	...	...
...	...	1	1	2	...	...	102	123	225	153	72	...		3	24	41	40·00
...	...	1	1	2	...	...	102	123	225	153	72	...		3	24	41	40·00
...	...	...	...	...	...	...	...	...	...	...	...	...		...	...	...	...
...	...	18	2	36	18	...	1,070	907	1,977	1,199	778	...		13	216	116	61·76
...	...	18	2	36	18	...	1,070	907	1,977	1,199	778	...		13	216	116	61·76
...	...	...	...	...	...	...	...	...	...	...	...	...		...	...	...	100·00
...	...	...	...	...	...	...	...	...	...	...	...	...		...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...		...	...	...	100·00
...	...	...	...	5	...	...	...	...	...	...	...	...		40	787	...	18·37
...	...	155	52	479	168	...	24,664	1,060	25,724	14,352	11,372	...		90	1,330	828	72·73
...	...	155	52	484	168	...	24,664	1,060	25,724	14,352	11,372	...		130	2,117	828	65·70
...	...	111	24	396	153	...	26,487	110	26,597	11,475	15,122	...		370	4,511	1,069	39·34
...	...	44	28	88	15	...	...	950	...	2,877	...	...		...	...	...	26·36
...	...	...	...	...	...	...	1,823	...	873	...	3,750	...		240	2,394	241	...

official year ending 31st March 1889.

...	...	...	...	...	...	...	...	...	...	...	...	...		7	115	9	65·00
...	...	...	...	...	...	...	...	...	...	...	...	...		7	115	9	65·00
...	...	...	...	...	...	...	...	...	...	...	...	...		7	115	9	65·00
...	...	...	...	...	...	...	...	...	...	...	...	...		7	115	9	65·00
...	...	...	...	...	...	...	...	...	...	...	...	...		7	115	9	65·00

ARAKAN DIVISION.

58. There are eight Government and Municipal schools and only one institution (the Akyab Girls' School) registered under the current Grant-in-aid Rules of 1887. The number of full passes gained was as follows:—

Description of school.	1887-88.	1888-89.	Remarks.
In Government and Municipal schools	67	73	
In registered aided schools	1	8	
Total ...	68	81	

To the total net increase of 13 passes the Municipal schools of Akyab and Kyaukpyu and the Akyab Aided Girls' School were the chief contributors. The practising class attached to the Akyab Normal School, the Municipal schools at Sandoway and Ramree, show a decrease of four passes each. The Akyab Girls' School is an unassuming, useful institution on which much care and labour are spent. Ramree Vernacular department has been wisely abolished as unnecessary.

PEGU DIVISION.

59. From 10 Municipal and 23 aided institutions the primary full passes for the last two years are as follows:—

Description of school.	1887-88.	1888-89.	Remarks.
In Government and Municipal schools	87	96	
In registered aided schools	320	360	
Total ...	407	456	

Dividing the increase of 49 passes it appears nine are from Government or Municipal schools and 40 from registered aided schools, the aided schools showing progress at the rate of 12·5 per cent. against 10·3 per cent. in Municipal schools. Among the latter the Rangoon Municipal Primary School alone shows marked advance, all others, except the one at Shwedaung, taking a lower place. The aided schools that have made the principal contributions to the increased number of passes are the following:—

	Increase.
R.-C. M. St. John's Convent, Rangoon	27
A. B. M. Sgau-Karen School, Rangoon	26
R. C. M. St. Paul's Institution, Rangoon	21
Diocesan Boys' School, Rangoon	15
A. B. M. Girls' School, Kemmendine	12

The decreases were in—

	Decrease.
S. P. G. St. John's College, Rangoon	30
S. P. G. St. Barnabas' School, Rangoon	19
S. P. G. St. Gabriel's School, Rangoon	14
S. P. G. St. Michael's School, Rangoon	7
R. C. M. Old Convent (Vernacular), Rangoon	7

In St. John's College the decrease in full passes amounts to 33 per cent. The unwieldy size of the junior classes in charge of inexperienced young teachers is probably one of the chief reasons for fluctuating results. At St. Barnabas' School the diminution in the number of full passes is unquestionably due to inefficient staff and imperfect supervision, too much of the Head Master's time being absorbed by his middle school department. St. Gabriel's School, owing to culpable neglect by the Head Master, became completely disorganized, but under a new Manager has since been put into working order.

Laxity in collecting tuition fees is a prominent cause in some schools of overcrowded classes. The amounts written off as irrecoverable would go far towards the payment of additional and better teachers. Schools with a long, unsteady attendance-roll are not the best.

Irrawaddy Division.

60. The work of the 14 Municipal and six aided schools may, so far as this test applies, be estimated by the following number of full passes gained :—

Description of school.	1887-88.	1889-89.	Remarks.
In Government and Municipal schools	62	115	
In registered aided schools	61	115	
Total ...	123	230	

The increase of 107 passes (divided almost equally between the two classes of institutions) is satisfactory. It should be noted that the aided schools with less than half the number of pupils have gained as many passes as the others. Aided schools have all advanced, notably the Bassein Sgau-Karen school, which in full passes is only beaten by St. John's College and St. Paul's High School, Rangoon. The largest increase has been at the following schools : —

	Increase.
Municipal School, Bassein	27
A. B. M. Sgau-Karen School, Bassein	26
Municipal School, Allanmyo	11
A. B. M. Pwo-Karen School, Thôngwa	11
Municipal school, Yandoon	10
Municipal Girls' School, Henzada	8
R. C. M. St. Peter's Boys' School, Bassein	7
Municipal Boys' School, Pantanaw	6

No decrease has occurred in any aided school and to only a trifling extent in any Municipal school.

Tenasserim Division.

In this division 13 Government and 13 registered aided schools have in the last two years secured full passes as shown hereunder :—

Description of school.	1887-88.	1888-89.	Remarks.
In Government and Municipal schools	111	105	
In registered aided schools	169	152	
Total ...	280	257	

61. The following are the schools that have the largest number of losses under the head of primary passes :—

	Decrease.
Municipal School, Mergui	12
Government Practising School, Moulmein	9
R. C. M. St. Joseph's Convent, Moulmein	8
A. B. M. Karen School, Tavoy	8
Cantonment School, Moulmein	7
S. P. G. St. Augustine's School, Moulmein	6
Government High School, Moulmein	5

Increase in number of passes gained comes chiefly from the following schools :—

	Increase.
Municipal School, Toungoo	11
Municipal (Vernacular) School, Toungoo	7
S. P. G. St. Luke's School, Toungoo	7
Municipal School, Thatôn	6
R. C. M. School, Toungoo	5
Municipal School, Shwegyin	5

St. Luke's, S. P. G., Toungoo, A. B. M. Morton Lane Girls' School, Moulmein, and the A. B. M. Boys' School take the lead in the number of passes gained. Moulmein Government High School has been crippled by having no lower primary department. By employing normal students provision has now been made for lower primary instruction.

PRIMARY EDUCATION.

Indigenous Schools.

62. During the year an important change has been made in the system of registering indigenous schools. Year after year it was perceived that many enrolled schools were not entitled to a place amongst recognized educational institutions. Although lay teachers generally have readily co-operated with the department in carrying out departmental plans for the improvement of primary instruction with increasingly satisfactory results year by year there still exist many schools so called, established frequently as a work of merit only by persons of the most meagre qualifications, in which the few pupils so drawn together received teaching of a fragmentary kind to which it is difficult to assign any value whatever. The only perceptible advantage in such cases is that the parents get rid of troublesome urchins for the greater part of the day; the urchins themselves derived no educational benefit. There is a still larger, a much larger, number of monastic institutions in which the boys are more the personal attendants of the monks than pupils. Long experience shows that such schools cannot become an agency for imparting the most rudimentary secular education with any degree of efficiency, and enrolment has now been refused to all that do not fulfil the three easy conditions of (i) a working session of at least four months, (ii) an average attendance of 12 pupils, with (iii) four able to read and write their Vernacular judged by the lower primary standard. As private schools they nevertheless remain under inspection, Deputy Inspectors having orders to make a complete tour of their districts, as far as possible to visit every school at least once in the year, and to use every means at their disposal for effecting improvement. It is probable that the refusal of the department to recognize bad schools will either stimulate the proprietors to improve or, by marking their true character, will lead to more intelligent effort.

A revision of the roll of indigenous schools in accordance with the system described has resulted in a large decrease in the number of primary Vernacular schools, a decrease to some small extent lessened by the opening of new schools.

63. The following statement shows the number of indigenous Burmese, Karen, and Mahomedan primary schools and pupils for the last two years. The term Mahomedan schools is used to represent those in which Urdu and Bengali are studied by Mahomedan children :—

Description.	1887-88.		1888-89.	
	Schools.	Pupils.	Schools.	Pupils.
Burmese	4,340	89,760	2,407	68,205
Karen	610	12,970	379	11,118
Mahomedan	...	...	20	447
Total ...	4,950	102,730	2,806	79,770

64. Turning from the reduced number of schools to educational results as indicated by grants earned and passes gained we find gratifying advance.

Results-grants earned by the 2,806 recognized indigenous schools amount to Rs. 73,933, being Rs. 2,015 more than the preceding year. Karen schools score Rs. 3,017 more than they did in 1887-88. Mahomedan schools put together a total of only Rs. 114, but in previous years they earned nothing.

Burmese schools earned less by Rs. 1,115. It may be well to observe that the amount of grant earned is not necessarily the same as the amount paid. According to existing rules the award of results-grants being subject to budget limits payment cannot be made until the year following that of the examination after the total demand is known. At present I am treating of the amount earned. In Burmese schools the falling off is chiefly due to diminished earnings at Rangoon and Tavoy. At Rangoon there was reason to think that examination tests had not been applied with sufficient strictness. A temporary change of examination agency confirmed that view and caused a shrinking of the grants earned. At Tavoy, where the largest falling off in earnings occurred, there can be little doubt that primary education has suffered by a reduction in the number of qualified teachers hitherto employed. I have submitted to Government a revised salary-grant system which, it is hoped, may facilitate the employment of certificated teachers in localities where financial embarrassment has led to a curtailment of expenditure under that head. In some places where, for want of funds, a *p'o ratá* reduction of grants was unavoidable teachers were naturally disappointed. Possibly the withholding of money-grants from monastic schools has had some effect on a few monastic schools conducted by heterodox monks with a view to profit. The same measure has had the effect of nearly emptying other monastic schools where it was customary to expend a large proportion of the grant on presents to the pupils who were in fact being paid to attend school. Buddhist opinion is decidedly opposed to the extension of State aid to monks who, by accepting money, would be placed in a false position.

Tuition fees under the old monastic system of education were unknown, the people contributing liberally to the support of the monastery, of which the school formed a part. Fees are now widely levied in lay schools and the fact that they are readily paid by parents to whom the neighbouring free monastic school is open affords strong testimony in favour of the excellence of the lay school and its certificated teacher. A pice a day or 8 annas a month are rates commonly charged, poor children paying less and frequently being admitted free. This growing custom is noteworthy as an indication of a real demand efficiently supplied.

Advance of primary education as shown by the increased earnings under the results-grant system is further proved by the increasing number of full passes gained. The total number of passes for the year under report is 3,623 against 3,424 in 1887-88, being a net increase of 199. It is therefore abundantly evident that the smaller number of schools shown this year cannot be regarded as an educational loss.

With reference to the number of pupils returned as under instruction a brief observation may here be offered. To obtain the number actually on the rolls on the 31st March is impossible where the majority of the schools keep no register. The number returned is the number actually present on the day of examination and, as all schools cannot be visited by the Deputy Inspector during the full season, the total returned is less than the real number probably by 25 per cent., but the mode of computation, although open to the objection stated, has the advantage of securing reliable figures for comparative purposes. The decrease of 22,960 pupils may be accounted for by the transfer to the private school list of 2,144 schools, which take with them an average attendance of less than 11 pupils per school. The average attendance in the 2,806 recognized schools is over 28.

Burmese indigenous schools.

65. For the reasons mentioned in paragraph 62 of this chapter the number of indigenous Burmese schools has fallen from 4,340 to 2,407, but without any educational retrogression, full passes having risen from 2,740 to 2,764. With the 1,933 schools struck off 21,555 pupils have gone, giving an average of 11 pupils per school. Many of these cannot be regarded as scholars, but acolytes and attendants on the monks. The total amount of results-grants earned is less than in the previous year by Rs. 1,115, but recognized schools are not sufferers. The amount represents roughly about the sum that would have disappeared by drib-

lets amongst the schools that have been struck off the Deputy Inspectors' lists, an expenditure which, after fair trial, has not tended to produce the improvement aimed at. The stricter system introduced may be accepted as an assurance that State aid is not being squandered on inefficient and unimproveable schools.

Karen indigenous schools.

66. Amongst Karen schools the weeding-out process has caused a reduction in the number of schools and pupils, namely, 231 and 1,852 respectively, giving an average of about 8 pupils per school. Passes and results-grants show advance, the former having risen from 684 to 859 and the latter from Rs. 15,035 to Rs. 18,052. The loss of schools and pupils is confined chiefly to non-Christian villages and is hopefully regarded as temporary. Deputy Inspectors will use every endeavour to get these schools to take their place again amongst recognized institutions. Amongst the Karens the rate of progress continues to indicate educational activity.

Mahomedan indigenous schools.

67. Schools of this description are confined to Arakan. Last year the Deputy Inspector during the exploring tours made on his first appointment noted 51 schools, but none fit for admission to his register. There are now 20 registered schools with 447 pupils who earned an aggregate of Rs. 114, although no full passes have been gained yet. When the Akyab Normal School is able to supply trained teachers for Urdu and Bengali schools a large number of Mahomedan boys and girls will be provided with instruction of a kind now unattainable.

ARAKAN DIVISION.

Akyab town and district.

68. The number of schools is reduced from 144 to 62 and the number of pupils from 2,486 to 1,888. Full passes have risen from 79 to 97 and results-grants earned from Rs. 1,493 to Rs. 1,913. These figures show that little is being done in Akyab, especially when it is remembered that the exceptionally large number of 27 certificated assistant teachers are employed amongst the 62 schools. This is the only district where the outturn of work by certificated assistant teachers is disappointing. Notwithstanding the exceptional advantages enjoyed by Akyab under the Arakan Rules schools are still backward. Amongst the Arakanese, though they contribute almost nothing towards the cost of schools, the demand for education is feeble. The special rules referred to are doing very little good.

There are no Karen schools. Mahomedan schools have during the last two years received careful attention and seem likely to be appreciated by the Urdu and Bengali-speaking population. For the first time these schools take their place on the list to the number of 20 with 447 pupils who, though they gained no full passes, earned Rs. 114. No certificated assistant teachers are yet available.

Kyaukpyu district.

69. Schools have fallen from 151 to 86, pupils from 2,059 to 1,440. Passes have risen from 28 to 40 and grants from Rs. 467 to Rs. 1,060. These figures show progress. Five certificated teachers are employed. The Arakanese element is not so strong here as in Akyab.

There are no Karen or Mahomedan schools. It is under contemplation to extend to this district the services of the Mahomedan Deputy Inspector of Akyab as it is probable that existing small schools might be improved and developed in Kyaukpyu.

Sandoway district.

70. Out of 52 schools on the roll last year 28 remain. The difierence in the number of pupils is 143, giving an average of only five pupils each to the schools struck off the list. The number of pupils is 728 against 871 in the previous year. Full passes have increased from 34 to 37 and results-grants show a slight rise from Rs. 606 to Rs. 767.

There are no Karen or Mahomedan schools. Efforts made by the American Baptist Mission to carry education to the Chins after some months' interruption are being resumed.

Arakan Hill Tracts.

71. This district is not yet ripe for any educational measures.

PEGU DIVISION.

Rangoon Town district.

72. Out of 229 schools 97 have been retained as public institutions, the 132 weeded out being almost all monastic schools, that have taken from the Deputy Inspector's list an aggregate of only 289 pupils, or an average of a little over two pupils each, a fact that sufficiently indicates the value of the scratched schools. Twenty certificated assistant teachers maintained by the Municipality are employed in the same number of indigenous schools under the salary-grant system. Full passes have fallen from 313 to 204, due chiefly to a stricter application of the examination test. A fall in results-grants earned necessarily followed, the amounts being Rs. 5,252 against Rs. 6,701 the previous year.

There are no indigenous Karen or Mahomedan schools in the town.

Hanthawaddy district.

73. Schools and pupils have fallen from 354 and 8,703 to 199 and 6,199. Full passes also have declined from 126 to 103, but the money earned, namely, Rs. 2,533 is only Rs. 62 less than the previous year's earnings. Thirteen certificated assistant teachers are employed.

Karen schools have increased from 46 to 49 and the pupils from 1,100 to 1,369. Grants earned increased by nearly 50 per cent., namely, Rs. 1,417 to Rs. 2,067. Full passes rose from 67 to 113. Three certificated assistant teachers and 16 holders of Karen certificates are employed.

There are no Mahomedan schools.

Pegu district.

74. Notwithstanding the fall in the number of schools from 438 to 316 the number of pupils has risen from 7,867 to 8,275. Full passes are more by three and results-grants earned only diminish by Rs. 351. Signs of activity throughout the district are evident in the opening of new schools and the introduction of the tuition fee system. The three schools established under special arrangement at Kawa, Pagandaung, and Kyauktan have been a costly experiment; their continuance under existing conditions is very undesirable. Twenty certificated assistant teachers are employed.

Karen schools, although their number has fallen from 33 to 28, have a rising attendance, the number of pupils being 905 against 833 in the previous year. Under full passes there is a small decrease of six, but results-grants have risen from Rs. 1,554 to Rs. 1,762. Two certificated assistant teachers and 15 holders of Karen certificates are employed.

There are no Mahomedan schools.

Tharrawaddy district.

75. This district has a large number of inefficient monastic schools, consequently the drop from 254 to 111 is no matter for surprise. The reduction in pupils from 6,185 to 3,629 forms an average of 18 per school, which is high. Full passes have declined from 324 to 212 and results-grants from Rs. 5,348 to Rs. 4,867. These figures all indicate retrogression. The Deputy Inspector offers no explanation. It is probable that the removal of five certificated assistant teachers two years back checked progress. A stronger Deputy Inspector is needed for this district.

Karen schools have fallen from 26 to 25, but pupils have increased from 625 to 795. Full passes have made a slight advance from 57 to 65. Money earned shows a large increase, namely, from Rs. 871 to Rs. 1,272. These results contrast strongly with those obtained in Burmese schools in the same district. There are no certificated assistant teachers, but 12 holders of Karen certificates are employed.

There are no Mahomedan schools.

Prome district.

76. The 450 schools of last year have fallen to 245, pupils have decreased from 8,620 to 7,152, the average loss per school being six pupils. Full passes have increased from 133 to 182. Results-grants have slightly decreased from Rs. 3,575 to Rs. 3,380. These figures are satisfactory. Prome continues to be one of the best districts.

There are no Karen or Mahomedan schools.

IRRAWADDY DIVISION.

Bassein district.

77. Schools have declined in number from 396 to 194 and pupils from 5,860 to 4,697. The 202 schools removed from the list had an average attendance each of less than six pupils. Full passes have increased from 142 to 211 and results-grants from Rs. 2,479 to Rs. 3,682. It is thus evident that education has advanced. There are 18 certificated assistant teachers employed in the town and district.

Karen schools have slightly declined in number from 120 to 102, but pupils have increased from 2,806 to 3,036. Full passes have fallen from 246 to 216, due partly to a reduction of Karen certificated teachers from 51 to 44. In addition to these Karen certificate-holders one certificated assistant teacher is employed. Grants earned indicate advance, having increased from Rs. 4,926 to Rs. 5,058. The general state of Karen education is vigorous in the Bassein district.

There are no Mahomedan schools.

Thôngwa district.

78. The decline in the number of schools is from 357 to 247 and in pupils from 6,613 to 6,178. Each school that has been struck off represents an average attendance of four pupils. Full passes have gone up from 363 to 456 and results-grants earnings from Rs. 4,961 to Rs. 6,740. Thôngwa district shows decided improvement. The number of certificated assistant teachers is 29.

Karen schools have decreased in number from 90 to 72 and pupils from 2,001 to 1,821. Full passes and results-grants earned show very marked improvement, the passes having risen from 80 to 154 and earnings from Rs. 1,692 to Rs. 2,638. There are in the district two certificated assistant teachers and 16 holders of Karen certificates.

There are no Mahomedan schools.

Henzada district.

79. The reduction of schools is from 272 to 184 and of pupils from 6,484 to 5,018. Full passes show a trifling fall from 286 to 278. Results-grants have risen from Rs. 5,311 to Rs. 5,796. There are 27 certificated assistant teachers, being two more than last year.

Karen schools number 27 against 37 the previous year. Pupils have increased from 878 to 999. Full passes also show an increase from 79 to 85 and grants earned have risen from Rs. 5,311 to Rs. 5,796. These figures are very good. There is only one certificated assistant teacher, but 13 holders of Karen certificates are employed.

There are no Mahomedan schools.

Thayetmyo district.

80. The decline in schools is from 280 to 251 and in pupils from 6,738 to 5,445. These figures indicate the disappearance of 1,293 pupils. A reference to the list of 61 private schools accounts for 732 children, leaving 561 as an actual loss, but I accept the figures from this district with some hesitation as serious inaccuracies were detected in the records kept by the late Deputy Inspector which tend to unsettle subsequent comparative statements.

There are no Karen or Mahomedan schools.

TENASSERIM DIVISION.

Moulmein Town district.

81. The number of schools 20 against 84 the previous year and of pupils 1,168 against 1,818. Full passes have risen from 41 to 71 and results-grants earned from Rs. 1,702 to Rs. 2,169. Seven certificated teachers are maintained by the Municipality.

No Karen or Mahomedan schools exist in Moulmein.

Amherst district.

82. The fall in schools from 205 to 46 calls for special explanation. The existing of a very large proportion of Talaing and Shan monasteries which have stood on the list for years and done nothing for secular education have now been struck off. It is difficult to make proper provision for the scattered population represented by these institutions, chiefly agriculturists, with little desire for instruction. The

decline in pupils from 3,108 to 1,588 gives an average of less than 10 pupils to each of the 159 schools struck off. It is gratifying to note in connection with this backward district that full passes have increased from 12 to 60 and grant earnings from Rs. 1,459 to Rs. 1,732. This advance is traceable to the larger number of certificated assistant teachers that have been at work. In 1887-88 only six were employed, now there are 12 certificated assistant teachers.

Karen schools show a large decline in number, namely, from 154 to 27. The Deputy Inspector states that local disturbances, coupled with scarcity arising from disastrous floods during the preceding year, temporarily closed or hampered many young schools just springing up in the villages. It may be anticipated that with improving prospects schools will revive. A heavy loss of pupils may be naturally expected, the fall is from 2,545 to 740. In the 27 schools that survived full passes have increased from 40 to 54. In the money earned there is a decline from Rs. 1,431 to Rs. 1,190. One certificated assistant teacher and 11 holders of Karen certificates are at work in the district.

There are no Mahomedan schools.

Tavoy district.

83. The number of schools is reduced from 172 to 34 and the number of pupils from 4,174 to 1,207. Full passes and grants also show a decline, passes having fallen from 183 to 135 and grant earnings from Rs. 5,192 to Rs. 2,191. Outside the town of Tavoy educational operations have been crippled for want of funds, whilst in the town itself schools have been carried on at public cost with the result that, retrenchment having become necessary, they are unable to stand alone. The managers are not good teachers and having no income from fees they are unable to employ assistants. Seven certificated assistant teachers are employed, of whom three work within Municipal limits.

Karen schools number only three out of 10 last year. Pupils have decreased from 153 to 69. Full passes are four against six in the previous year and grants are Rs. 58 against Rs. 162. Only one holder of a Karen teacher's certificate is employed. Education amongst Karens has met, at its outset, with a check similar in character to that experienced in Amherst district. Trained Karen teachers are urgently wanted and should be drawn from the district itself.

There are no Mahomedan schools.

Mergui district.

84. Of the 54 schools on the list in 1887-88 only 10 have been retained. Pupils have decreased from 830 to 323. Full passes have fallen from 44 to 22 in consequence chiefly of the breaking up of the special school at Tenasserim owing to the misconduct of the certificated teacher in charge. Results-grants show a trifling fall from Rs. 831 to Rs. 814.

Karen schools have declined from 14 to five and pupils from 237 to 98, but full passes have increased from five to eight and grants from Rs. 115 to Rs. 174. Four Karen certificate-holders are employed.

There are no Mahomedan schools.

Shwegyin district.

85. There is a fall in schools from 286 to 178 and of pupils from 10,087 to 7,323. Full passes rise from 288 to 323. Results-grants earned decrease from Rs. 5,866 to Rs. 5,236. Shwegyin town has hitherto shown much educational activity which in future will, it is feared, be diminished by want of funds. The number of certificated assistant teachers has already been reduced from seven to three.

Karen schools have also suffered reduction from 12 to five and pupils from 187 to 135. Full passes have advanced from two to four in number. Results-grants have risen from Rs. 55 to Rs. 153. One Karen certificated teacher is employed. Better results will be obtained when more certificated Karen teachers are available for employment in the non-Christian villages which predominate in Shwegyin district.

Toungoo dirtrict.

86. The decrease in schools is from 164 to 99, in pupils from 3,274 to 2,365. Full passes fall from 90 to 73 and results-grants from Rs. 1,352 to Rs. 1,304. During the year the state of primary education, Burmese, has been stationary. Little is done

outside the town itself. Schools are gradually becoming self-supporting, fees being readily paid in the principal schools.

Karen schools show a heavy decrease, namely, from 68 to 34 and pupils from 1,509 to 1,125. These schools are almost all scattered amongst the homesteads in the Toungoo hills, where the population is sparse and poor. Full passes show a gratifying rise from 14 to 74 and earnings from Rs. 1,480 to Rs. 1,571, a clear proof that progress is being made. One certificated assistant teacher and 10 Karen certificate-holders are employed. There has been a fall of five in the number of the latter caused by a want of funds.

There are no Mahomedan schools.

Salween district.

87. Salween district is a wild tract without any Burmese schools, for which there is no present requirement. Karen schools have fallen from 12 to two and pupils from 96 to 37. No results-grants were earned and no certificated teachers of any kind are employed at present.

SECTION VI.

Special Instruction.

88. Under this head have to be noticed (*a*) training schools for teachers, (*b*) other institutions for professional technical and industrial education. The following table compares the figures for the last two years:—

Class of institution.	1887-88.		1888-89.	
	Schools.	Pupils.	Schools.	Pupils.
Training schools for masters	3	99	2	65
Training schools for mistresses	2	37	2	42
School of Art	...	...	...	...
Law school	...	...	...	..
Medical school	...	...	...	...
Engineering and Survey schools	10	272	11	319
Industrial schools	2	129	1	35
Other schools	...	...	...	...
Total ...	17	537	16	459

Of the three training schools for Burmese teachers the one at Rangoon has been closed chiefly for financial reasons. The two training schools retained at Akyab and Moulmein are working with a reduced staff.

Akyab normal school.

89. The number of students under training at the end of the year was 29 against 30 the preceding year. Of this number 10 are Urdu-speaking, Mahomedans for whom no teacher has yet been provided. The appointment of an assistant training master, acquainted with Urdu and Bengali, is under contemplation with a view to the extension of the Mahomedan branch that has been engrafted this year. Out of 12 candidates presented for the School-management examination seven passed.

Moulmein normal school.

90. Moulmein normal school had 36 students against 31 the previous year. The primary department of the adjacent Government high school has expanded to dimensions beyond the teaching capacity of the staff employed and as an experiment four Vernacular normal students have been sent across daily to take the classes in all the subjects that are taught through the medium of Burmese. Thus the normal school has gained a wider practising ground and the growing classes of the primary department of the high school has had its teaching strength increased without extra cost. Should it be found possible to open an English department for the training of masters, greatly needed for middle schools, this institution

would be the best upon which the new branch could be grafted. At the annual Teachers' Certificate examination 25 pupils passed out of 34 presented.

Certificated Vernacular teachers.

91. These men are not Government servants, but are eligible for employment under the salary-grant system. On the 1st April 1888, 246 certificated teachers were engaged under the Salary-grant Rules. Fifty-six new appointments were made during the year; 41 resigned their posts or were dismissed. The number remaining on the 31st March 1889 was 261. As a body these teachers continue to do good work. They are the most productive agents in the spread of Vernacular education. In Arakan and some other educationally backward localities 31 certificated teachers have been employed as managers of special schools under the conditions briefly known as the Arakan Rules, but the results have not fulfilled expectation. On a revision of the salary-grant scheme at the close of the year changes were suggested calcuated to encourage certificated teachers independently to start schools of their own.

Pupil-teacher system.

92. In all places where provision was made for the payment of capitation-grants this economical scheme bore fruit. At places where budget provision had not been duly made considerable disappointment was felt by school-managers and pupils anxious to take advantage of the system, the popularity of which is apparent from the large number of pupil-teachers who have voluntarily served without pay and presented themselves for examination at end of each year's service. During the year certificates have been gained by 81 out of 132 candidates. The examination at the end of the first year's service was passed by 26 and the examination at the end of the second year by 16. None appeared for the final examination, but several entered at once for the Vernacular Middle School examination conducted by the Educational Syndicate.

With the more general provision of funds by Municipal and local Boards an impetus will be given to the system.

Training schools for school-mistresses.

93. The two A. B. M. Aided Vernacular schools for mistresses at Rangoon (Kemmendine) and at Moulmein passed one and eight respectively against five and nine the preceding year. There is an increasing demand for female teachers.

Engineering and Survey schools.

94. The number of survey schools has been increased by one opened at Shwegyin by the Municipality in connection with the Municipal middle school. These schools are controlled by the Director of Land Records. During the year 134 pupils passed.

Industrial schools.

95. There are no institutions of this kind maintained by Government and privately managed schools show no disposition to accept the conditions offered to technical education under the current Grant-in-aid Rules. Of the two schools shown last year the *St. John's Industrial School, Akyab,* has not been retained on the list. The institution is really a private undertaking dependent entirely on Mr. Simeon, the Head Master of the Akyab Municipal High School, who has devoted much time and labour to its supervision, but he prefers not to register it for aid under the rules. *St. Peter's Industrial Institution, Bassein,* is the only industrial school registered for aid. At the time of the Inspector's visit there was but little work in progress and some departments were at a standstill. The results-grants system does not appear likely to develop institutions of this class.

Medical and Engineering schools.

96. The 20 scholarship-holders at Calcutta and Madras are distributed as follows:—

Calcutta Engineering College	4
Calcutta Medical College	5
Madras Auxiliary Medical School	10
Attending hospitals in the province for the free collegiate course	1
Total ...	20

The experiment of granting scholarships to Burmans at the Calcutta Engineering College has not hitherto been successful, consequently the Government

have decided to confer no further scholarships at present. None of the students passed this year.

Five medical students include three female scholarship-holders. None of the five have completed the course yet.

No Hospital Assistants passed out; two were discharged as incompetent and four absconded before completing their studies.

Medical scholarships for female students.

97. Medical scholarships for female students are tenable at the Government Medical College, Calcutta. Two students are in their second year and one in her first year's course. The winners of these scholarships are pupils from the Convent high schools, Rangoon and Moulmein.

The Dufferin Maternity Hospital, chiefly intended for the instruction of Burmese women in nursing and midwifery, has amongst its students Eurasians, Karens, and one Shan. During the year 20 women have passed as nurses and 14 of these as midwives. The course of instruction opened on the 1st May this year with 14 new pupils.

SECTION VII.

FEMALE EDUCATION.

98. The following statement compares the statistics of girls' schools for the past two years :—

Class of school.	1887-88.		1888-89.		Remarks.
	Schools.	Pupils.	Schools.	Pupils.	
Under public management—					
Maintained by the department	2	37	2	42	
Maintained by Municipal Boards	8	577	6	329	
Under private management—					
Aided by the Grant-in-aid Rules of 1887	13	1,193	14	988	
Aided under the Rules for indigenous schools ...	47	1,880	45	940	
Unaided	28	440	10	202	
Total ...	98	4,127	77	2,501	
Boys' schools to which girls are admitted ...	986	8,886	995	10,159	
Private institutions of indigenous instruction ...	...	...	338	1,471	
GRAND TOTAL ...	1,084	13,013	1,410	14,131	

In the last annual report 34 unimportant private schools with 199 girls were omitted. Allowing for these there is a total increase of 292 schools and 919 girls. The two schools maintained by the department show an increased attendance of five. Municipal schools are reduced in number from eight to six by the transfer to private management of two Vernacular schools at Akyab. Last year little boy-pupils were in some cases inaccurately included in the returns with the girl-pupils. The eight Municipal schools therein shown as having 577 pupils had really only 434 girls. This year the number of girls is 329 in six schools, the average per school remaining the same within a fraction. The 13 aided schools had last year 977 girls, or an average of 75 girls each. This year there are 14 schools with 988 girls, giving an average of 70·6 each. The exact number of girls attending the 47 indigenous schools in 1887-88 cannot be exactly ascertained, but for the year under report there are 940 girls attending 45 schools, an average of 21 per school. So far as it is possible to judge no decrease has taken place in the number of girls in the schools under private management. Exact comparison will be possible next year. Boys' schools to which girls are admitted and the number of pupils have increased by nine and 1,273 respectively.

99. Success at University and provincial examinations is exhibited in the following table:—

School.	Passes gained by females.								Remarks.
	Entrance.		Middle.		Upper primary.		Lower primary.		
	1887-88.	1888-89.	1887-88.	1888-89.	1887-88.	1888-89.	1887-88.	1888-89.	
Government and Municipal.	...	...	16	18	10	5	17	23	
Registered under Grant-in-aid Rules of 1887.	3	3*	27	27	64	84	91	111	* Private students.
Burmese indigenous ...	...	...	...	3	81	75	291	279	
Karen indigenous ...	...	...	...	...	24	52	153	171	
Total ...	3	3	43	48	179	216	552	584	

The number successful at the Entrance examination, three, is the same as last year, but at all other examinations there is a decided advance. In Karen schools the number passed is more than double that of last year.

Female education amongst the Burmese owes much to such institutions as the A. B. M. Girls' schools at Kemmendine and Moulmein with their normal classes for the training of female teachers. I should like to see the post now occupied by a Burman training master filled by a trained Burmese mistress. An institution for training Karen mistresses, as suggested by Deputy Inspector Maung Lu, is a step that circumstances are beginning to render necessary.

Three young ladies are attending the Medical College, Calcutta, two in their second year matriculate from St. John's Convent High School, Rangoon; the third from St. Joseph's Convent School, Moulmein, was admitted this year. All are assisted by scholarships.

SECTION VIII.

Education of Special Classes.

(*a*).—*Europeans.*

100. The following statement shows the number of schools attended by Europeans and the number of European pupils under instruction:—

Number of schools attended by				Number of pupils in schools attended by				Total of European pupils under instruction.	
Europeans only.		All races.		Europeans only.		All races.			
1887-88.	1888-89.	1887-88.	1888-89.	1887-88.	1888-89.	1887-88.	1888-89.	1887-88.	1888-89.
9	9	38	36	842	726	753	803	1,595	1,529

The number of pupils has fallen by 66, or 4·1 per cent., the loss being amongst schools intended for Europeans only. Amongst institutions of this description the girls' schools draw the largest attendance, boys showing no preference for European schools. The most prominent schools for European girls in Rangoon are St. John's Convent High School with 207 pupils, the Episcopal Methodist High School with 165, and the Diocesan Girls' School with 53 pupils; in Moulmein St. Matthew's Girls' School with 58 pupils. In Akyab there is only one school for girls and little boys with 47 pupils. For European boys the Diocesan Boys' School, Rangoon, with 62 pupils is the only one in Lower Burma,

101. Success at University and provincial examinations is shown in the following table :—

Standard of examination.	Number of pupils passed from institutions attended by				Total of European pupils passed from institutions of all kinds.		Remarks.
	Europeans only.		All races.				
	1887-88.	1888-89.	1887-88.	1888-89.	1887-88.	1888-89.	
B. A.	...	...	...	...	...	...	
F. A.	...	...	3	3	3	3	
Entrance	3	2	8	4	11	6	
Middle School	26	22	25	20	51	42	
Primary	73	108	47	38	120	146	

Collegiate results have not advanced. Secondary education shows a fall of 22·6 per cent. Under primary education there is an increase at the rate of 21·7 per cent. In schools for Europeans only the loss is confined to secondary education, in which the number of passes has declined 17·2 per cent. Primary school passes show a rise of 47·9 per cent. Schools for all races carry their European pupils further than the other class of institution does, but under secondary and primary standards there is a falling-off of 27·3 per cent. and 19·1 per cent. respectively.

Aided schools continue to enjoy the enhanced rate of grant for Europeans, namely, double the ordinary rates. For girls 50 per cent. more than for boys is paid.

Orphan, boarder, and apprentice stipends for poor European children form a prominent part of the system of special provision made for European education. The following items show the expenditure specially incurred during the year on account of Europeans :—

	Rs.	A.	P.
Extra grants at Rs. 100 per cent.	6,692	14	0
Boarder stipends	3,454	0	0
Orphan stipends	7,007	0	0
Apprentice stipends	3,136	0	0
Total ...	20,289	14	0

102. Orphan and boarder stipends have been held in the following schools :—

Division.	District.	Name of school.	Number of stipend-holders.		Total.
			Orphan.	Boarder.	
Arakan ...	Akyab	Akyab Girls' School	6	3	9
		Municipal High School	1	...	1
Pegu ...	Rangoon	St. John's College, S. P. G.	29	8	37
		St. Paul's Institution	11	5	16
		St. John's Convent	16	11	27
		Diocesan Boys' School	2	...	2
		Diocesan Girls' School	3	1	4
		Church of England School	7	7	14
		Episcopal Methodist School	10	9	19
		Rangoon College	1	...	1
		A. B. M. Boys' School, Dalhousie street ...	1	...	1
Irrawaddy ...	Bassein ...	St. Peter's R. C. M. School	3	...	3
Tenasserim	Moulmein	A. B. M. Eurasian Home School	3	...	3
		St. Joseph's Convent	3	1	4
		Cantonment School	...	2	2
		St. Patrick's School	4	1	5
		St. Matthew's School	4	6	10
		St. Augustine S. P. G. School	4	2	6
	Toungoo ...	St. Joseph's Convent	5	...	5
		Total ...	113	56	169

These stipends are awarded by the Stipend Boards at Akyab, Rangoon, and Moulmein. During seven years the stipend system has been in operation eight of the 15 stipend-holders in Arakan have gained full passes by primary standards and four have made fair progress. In Pegu and Irrawaddy there have been 314 stipend-holders. Of these 115 have fully passed under primary and 15 under secondary standards. Fair progress has been made by 146 others. Tenasserim division has had 71 stipendiaries, of whom eight have gained passes under secondary standards and 30 under primary. Fair progress has been made by 36 others. Of the 400 stipendiaries elected up to date 176, or 44 per cent., have succeeded in fully passing by one or other of the prescribed standards of public examination, a result which may be regarded as evidence that these poor European children are receiving proper instruction. Full details are shown in the following statement:—

Division.	District.	Name of school admitting European stipend-holders.	Number of European stipendiaries admitted up to date.	Number fully passed from 1882-83 to 31st March 1888.			Number passed in two or more subjects from 1882-83 to 31st March 1888.			Number passed the Calcutta University Entrance examination since 1882-83.	Number passed in two or more subjects in 1888-89.			Number fully passed during the year 1888-89.			Number passed the Calcutta University Entrance Examination in 1888-89.
				Lower primary standard.	Upper primary standard.	Middle school standard.	Lower primary standard.	Upper primary standard.	Middle school standard.		Lower primary standard.	Upper primary standard.	Middle school standard.	Lower primary standard.	Upper primary standard.	Middle school standard.	
Arakan ...	Akyab	Girls' School	14	2	3	...	1	1	...	...	1	1	...	1	2	...	...
		Municipal High School ...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Pegu	Rangoon	St. John's College, S. P. G. ...	101	8	14	5	9	20	11	...	3	5	...	1	3	2	...
		St. Paul's Institution ...	38	9	5	1	8	4	2	...	1	1	1	2	...	...	...
		St. John's Convent ...	64	27	7	4	8	15	3	...	...	5	...	7	1	...	...
		Diocesan Boys' and Girls' Schools.	33	10	8	3	6	6	1	...	...	3	...	...	1	...	...
		Church of England School ...	38	3	1	...	6	6	...	...	...	...	...	...	...	...	...
		Episcopal Methodist School...	23	2	1	...	8	7	...	...	3	3	...	...	...	...	...
		A. B. M. School ...	2	1	1	...	...	...	...	...	...	...	...	1	1	...	...
		St. Barnabas' S. P. G. School	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Rangoon College ...	3	...	1	...	...	...	...	1	...	1	...	...	...	...	...
	Prome ...	L. A. Girls' School ...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Irrawaddy	Bassein	St. Peter's School ...	9	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Municipal High School ...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Tenasserim.	Moulmein	A. B. M. Eurasian Home ...	8	...	4	...	...	...	1	...	...	...	...	...	1	...	...
		St. Joseph's Convent ...	12	1	6	2	1	1	1	...	1	...	...	...	...	1	...
		A. B. M. Boys' School ...	3	1	1	...	...	...	1	2	...	...	...	...	...	...	...
		St. Augustine's School ...	9	2	3	1	3	1	1	...	1	1	1	...	...	...	...
		St. Patrick's School ...	11	2	2	...	1	...	...	...	1	...	...	...	...	...	...
		St. Matthew's School ...	20	3	1	2	4	3	3	...	3	3	...	...	...	2	...
		Cantonment School ...	3	2	1	...	...	...	...	...	...	...	2	...	...	...	...
	Toungoo ...	St. Joseph's Convent ...	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Total ...	400	73	59	18	55	64	24	3	14	23	4	12	9	5	...

103. In the following table are shown particulars of the Apprentice stipends. The object of these stipends is to enable poor boys to learn a trade by which they can earn a living. No part of the stipend system produces more tangible results. I have not been able to trace the career of all who have passed out of the various workshops, but have collected sufficient evidence to prove that the period of apprenticeship, varying from three to five years, turns out capable young fellows who, with very few exceptions, are earning from Rs. 60 to Rs. 100 a month, some more, in workshops, river steamers, and places of business. It is satisfactory to know that generally their conduct is good. At the various training shops to which stipendiaries can gain admission the Insein Railway workshop offers the most advantages :—

Where worked.	Total number elected for the year.							Total number since 1882.	Total number remaining on the 31st March 1889.
	1882.	1883.	1884.	1885.	1886.	1887.	1888.		
Dalla Dockyard	3	6	5	5	2	1	4	26	6
Insein Railway Workshop ...	...	...	...	1	2	5	3	11	9
Messrs. Kruger and Co.'s Mill ...	...	...	...	1	...	...	...	1	...
Municipal Workshop	...	...	1	...	1	2	...	4	1
Bombay Burma Co.'s Mill ...	...	1	...	1	...	1	...	3	...
Tramway Workshop	...	...	...	...	1	...	...	1	1
Maritime Service	...	1	1	...	...	...	...	2	...
St. Peter's Industrial Workshop ...	...	...	...	...	...	3	...	3	...
St John's Industrial Workshop ...	...	...	...	...	...	...	...	...	1
Bulloch Brothers and Co.'s Mill ...	4	...	2	...	...	1	...	7	...
Moulmein Timber-yard	1	...	...	...	...	...	...	1	...
Other places of business	...	...	2	...	7	...	...	9	...
Total ...	8	8	11	8	13	13	7	68	18

(*b*).—*Mahomedans.*

104. The following table shows for the past two years the number of Mahomedan indigenous schools and pupils. No certificated teachers or pupil-teachers are available yet :—

District.	Number of schools in 1887-88.	Number of schools in 1888-89.	Number of pupils in 1888-89.	Number of certificated teachers.
Akyab	...	20	447	...

The education of this class, although it receives from Maulvis in all parts of the province some degree of attention, is confined chiefly to Arakan, more particularly to the Akyab district and in the Naaf townships bordering on Chittagong and Eastern Bengal. Of the nine townships in Akyab district Urittaung West alone is without Mahomedan schools. Naaf contains one-third of the schools and Kaladan one-fourth. The remaining five-twelfths are distributed among the other six townships. Up to a certain age girls are met with learning side by side with the boys. Efficient teachers form the great want. Maulvis are compelled by the uncertain sources of their income to con-

stant migration, consequently their schools lack permanence; but as the more capable of them discover the possibility of making a living by the aid of educational grants, they may be led to settle down to the profession of teaching. Steps have been taken towards the formation of a Mahomedan branch to the normal school, Akyab, with the intention of training Urdu and Bengali-speaking teachers for Mahomedan Vernacular primary schools. Much remains to be done; but the Mahomedans, though poor, display in pleasing contrast with the Arakanese, encouraging readiness to co-operate with Government in endeavouring to improve education.

The Mahomedan department attached to the Akyab high school was for a time closed by the Municipality, but on the urgent representation made by the Mahomedan community through the Education Department it was re-opened and is financially self-supporting. It owes much of its popularity to the pains taken by Mr. Simeon, Head Master of the High School.

(*c*).—*Karens.*

105. The following table shows for the past two years the number of Karen schools, pupils, certificated teachers, and teachers holding the Karen teachers' certificate:—

Division.	District.	Number of schools.		Number of pupils.		Number of certificated teachers.		Masters with Karen teachers' certificates.	
		1887-88.	1888-89.	1887-88.	1888-89.	1887-88.	1881-89.	1887-88.	1888-89.
Arakan	Akyab	...	...	...	...	...	...	...	...
	Kyaukpyu	...	...	...	...	...	...	...	...
	Sandoway	...	...	...	...	...	...	...	...
	Arakan Hill Tracts	...	...	...	...	...	...	...	...
Pegu ...	Rangoon	...	...	...	...	...	...	...	...
	Hanthawaddy	46	49	1,100	1,369	1	3*	12	16
	Pegu	33	28	833	905	2	2	15	15
	Tharrawaddy	26	25	625	795	...	...	10	12
	Prome	...	...	...	...	...	...	...	...
Irrawaddy.	Thôngwa	88	72	2,001	1,821	...	2*	15	16
	Bassein	118	102	2,806	3,036	1	1	51	44
	Henzada	37	27	878	999	1	1	11	13
	Thayetmyo	...	...	...	...	...	...	...	...
Tenasserim.	Moulmein	...	...	...	...	...	...	...	...
	Amherst	150	27	2,545	740	...	1	9	11
	Shwegyin	11	5	187	135	...	...	1	1
	Toungoo	65	34	1,509	1,125	...	1	15	10
	Tavoy	10	3	153	69	...	...	1	1
	Mergui	14	5	237	98	...	...	4	4
	Salween	12	2	96	37	...	...	...	...
	Total ...	610	379	12,970	11,129	5	11	144	143

*Inclusive of Maung Tun Maung and Maung Po Sin, independent teachers at Tunte and Pegôn respectively.

Karen schools share with other indigenous schools, though to a less extent, the reduction in number caused by the stricter system of classification described in paragraph 62 of the chapter on primary education in indigenous schools.

In the number of schools the diminution amounts to 231 and in pupils to 1,841, being at the rate of about eight pupils for each school struck off the list. These inefficient schools now transferred to the private schools' list belong chiefly to non-Christian villages. Many are hopefully regarded as capable of improvement and by degrees may come on to the list again as efficient. Ambition has been aroused amongst Karen teachers, hitherto satisfied with Karen teachers' certificate, to qualify for the regular Vernacular teachers' certificate, those who do so readily finding employment in Karen schools. The number

employed is only 11, but that is more than double the number to be found in the previous year. Deputy Inspector Maung Lu reports that there is an increasing demand for schoolmistresses and expresses a desire to see a normal school established for their training. If sufficient inducement offers, a class might be formed, with the help of Government, in connection with one of the Karen aided schools on the lines of the existing Burmese female normal schools at Kemmendine and Moulmein.

Education generally amongst Karens continues to make decided advance on all sides.

SECTION IX.

PRIVATE SCHOOLS.

106. The following table shows the number and distribution of private schools for the past two years :—

Division.	District.	Schools, 1888-89. Total schools, 1887-88.	European.	Burmese and Talaing.	Karen.	Mahomedan.	Chinese.	Total, 1888-89.	Total pupils, 1887-88.	Pupils, 1888-89. European.	Burmese and Talaing.	Karen.	Mahomedan.	Chinese.	Total, 1888-89.	Remarks.
Arakan.	Akyab	119	...	228	...	94	...	322	680	...	1,899	...	1,208	...	3,107	
	Kyaukpyu	...	...	56	...	2	...	58	...	...	373	...	19	...	392	
	Sandoway	...	...	20	...	...	...	20	...	...	140	...	...	...	140	
	Arakan Hill Tracts ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Pegu.	Rangoon	8	...	122	...	4	4	130	364	...	677	...	198	84	959	
	Hanthawaddy ...	...	...	149	...	...	...	149	...	...	2,149	...	...	...	2,149	
	Pegu	...	...	160	10	...	...	170	...	...	1,154	100	...	...	1,254	
	Tharrawaddy ...	1	...	240	6	...	...	246	14	...	4,650	65	...	...	4,715	
	Prome	4	...	219	...	1	...	220	80	...	1,806	...	8	...	1,814	
Irrawaddy.	Thôngwa	...	...	148	21	...	...	169	...	...	1,078	229	...	4	1,311	
	Bassein	4	...	204	13	2	...	219	133	...	1,592	212	87	3	1,894	
	Henzada	3	...	98	10	2	...	110	46	...	537	200	37	...	774	
	Thayetmyo ...	28	...	56	...	5	...	61	488	...	652	...	80	...	732	
Tenasserim.	Moulmein ...	...	...	68	...	...	...	68	...	...	564	...	7	24	595	
	Amherst	145	...	302	110	2	...	414	1,636	...	3,890	1,623	23	29	5,565	
	Shwegyin	3	...	81	5	3	...	89	34	...	1,937	300	47	...	2,284	
	Toungoo	3	...	71	32	2	...	105	38	...	453	549	34	...	1,036	
	Tavoy	...	...	146	6	1	...	153	...	...	2,161	64	27	11	2,263	
	Mergui	5	...	47	9	6	...	62	87	...	371	104	115	28	618	
	Salween	...	...	...	11	...	...	11	...	...	...	77	...	...	77	
	Total ...	323	...	2,415	233	124	4	2,776	3,600	...	26,083	3,523	1,890	183	31,679	
	Increase ...	...	...	...	...	...	...	2,453	...	...	...	...	...	...	28,079	
	Decrease ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	

No actual increase of schools has taken place. The large addition to this list of 2,453 schools and 28,079 pupils represents the weedings from the list of approved schools transferred to that of private schools. The average number of pupils per school is only a fraction over 11. Very few have any claim to be regarded as schools or are worth further cultivation. Akyab and Amherst districts have the largest number of these pseudo-schools. In Akyab improvement may be looked for amongst the 94 Mahomedan schools, but the 228 Buddhist monastic institutions give very little hope of ever affording the most rudimentary education. Amherst district numbers a few Shan and Thaungthu monasteries that will continue to receive special attention in the hope of reaching the children of those tribes, but the prospects are rather shadowy. Tharrawaddy, Bassein, and Prome districts show a long list of pôngyi kyaungs that after years of fruitless cultivation must be regarded as educationally worthless. To a smaller extent other districts contribute their quota of similar institutions which it is impossible any longer to regard in the light of an educational agency. Mr. Goss is of opinion "that it will probably be found desirable to "revise the list again next year and still further reduce it by casting out those "monasteries which are merely the residence of monks, who take no part in edu-"cational work and whose pupils are really mere servants." Karen private

schools are capable of improvement and some of them, it is hoped, will be made to supply present local requirements.

SECTION X.

PREPARATION AND DISTRIBUTION OF TEXT-BOOKS AND OTHER EDUCATIONAL LITERATURE.

107. American Baptist missionaries were among the first to prepare school-books in the Vernaculars of Burma and some of the works adapted and translated by them 40 years ago are still in use. In 1871-72 Mr. Shwe Tu Sandys was entrusted with the preparation of a series of Vernacular school-books comprising readers, text-books on geography and arithmetic, and others which have now all been superseded. The Vernacular Literature Committee formed in 1872-73 did useful work as shown by the education reports for the years 1873-74 to 1876-77. In 1877-78 the Curator of the Government Book Depôt was deputed, in addition to his other duties, to undertake the revision and translation of school-books for the department, but this arrangement did not long survive the death of the Curator, Mr. LeChapelle. The local Government in September 1879, acting on the suggestions of the Special Committee held at Simla in 1877, sanctioned the formation of a Standing Departmental Text-book Committee, whose duty it became to select or, if necessary, to prepare appropriate text-books of all kinds both in English and the Vernaculars. A set of rules was framed for its guidance under which it worked satisfactorily. While the Committee undertook the task of critically examining the books and manuscripts submitted for their opinion Professor Forchhammer carried out the responsible and laborious duty of preparing for the press the various Vernacular publications required by the department. In 1881-82 Dr. Forchhammer was appointed Honorary Editor of Text-books, having the assistance of a Sub-Editor and a small office establishment. Under this arrangement a number of important text-books were published, but the increasing weight of other duties as Professor of Pali and Government Archæologist prevented Dr. Forchhammer from continuing to work as Editor, and from June 1883 a paid Editor, Mr. A. B. Savage, was appointed. Mr. Savage rendered important service up to the 14th August 1888, when he was transferred to another appointment. Up to this period the works in Burmese submitted to the Text-book Committee comprised, besides primers and graduated reading books, works on grammar, history, botany, geography, mathematics, land-surveying, school-management, poetry, and Burmese zats. English works also make a long list. After the books received by the Committee had been reviewed by the Editor the following were accepted as approved text-books, namely :—

Algebra 1.	Reading-book 1.
Land-surveying 3.	Sanitation 1.
Histories 2.	Astronomy 1.
Geometry 1.	Arithmetic 1.

Spelling-book 1.

In addition to the task of criticising the works submitted to him the Editor and his staff of assistants prepared and edited several urgently needed educational works. To the exertions of the Text-book Committee is largely due the great improvement that has taken place in the typography and general style of Burmese printing.

108. At the beginning of the year under report the following books submitted for approval were under the consideration of the Committee :—

1. Notes on school-management in Burmese, by Mr. A. W. Lonsdale.
2. First aid to the injured, by Dr. Maria Douglas.
3. Pali and Burmese Dictionary, by Maung Kyaw Dun.

109. The following were received in the course of the year :—

1. Young child's First English book, by Babu S. Chatterji, Allahabad.
2. The Urdu Amooz for Hindustani schools, by Syed Amir Ali Mashadi, Bombay.

3. The History of Greece, by Babu Mahandranath Lahara, Calcutta.
4. Specimen copies of school-books, diagrams, &c., from Messrs. Blackie and Sons, Messrs. MacMillan and Co., Messrs. Rivington, and Messrs. Longmans, Green and Co., England.
5. Excelsior Reader, by Babu Upendra Nath Chatterji, Calcutta.
6. Four specimen copies of Readers (English), from the Head Master, Seal's Free College, Calcutta.
7. Elementary arithmetic in Burmese, by Maung Po Kyè.
8. Elementary arithmetic in Burmese, by Maung Tun E.
9. The Thinbôngyi Reader, by Mr. A. W. Lonsdale.
10. Burmese Court language.

110. All the books mentioned above, with the exception of *Burmese Court Lauguage*, have been disposed of, and the following were admitted on the list of authorized text-books :—

1. First aid to the injured.
2. The Thinbôngyi Reader.
3. Notes on school-management.
4. The Urdu Amooz.
5. Excelsior Reader.

111. During the year the Editorial staff undertook the task of preparing a list of Burmese words of disputed spelling to be met with in Judson's Burmese-English Dictionary. The list has been completed and is in the hands of the Committee, who will adopt measures for its careful revision. The work entitled *The Way to Health* has been translated into Burmese and steps have been taken for its publication.

112. The translation of Gray's History of Burma has also been completed.

113. A review of the work performed by the Text-book Committee shows that its operations are in accordance with the recommendations of the Education Commission. Although much has been accomplished the advancing demands of education make fresh calls on the Text-book Committee, which still has an active future in prospect. Much credit is due to the Editor, Mr. A. W. Lonsdale, and his Burman coadjutors. Special acknowledgment is due to the Right Rev. Monseigneor P. Bigandet, the Reverend Dr. Cushing, and Professor Forchhammer, who formed the Sub-Committee by whom was undertaken in a series of lengthy sittings the transliteration of geographical and historical nomenclature.

114. In August 1887 the Government Book Depôt was closed and its stock transferred to the A. B. M. Press, Rangoon, under an agreement that will terminate at the end of September next, after which date the distribution of school books will be left entirely to private enterprize. Although Government have withdrawn entirely from all direct agency, the services of the Deputy Inspectors of Schools as agents have been placed at the disposal of the A. B. M. Press, an arrangement that will be continued until the end of September 1890.

SECTION XI.

Recommendations of the Education Commission.

115. *Indigenous schools.*—So far as they are applicable to Burma the recommendations of the Education Commission with regard to indigenous schools are all in active operation. Previous annual reports show that these recommendations have been extensively anticipated.

116. *Primary education.*—The practice of the department runs parallel with lines laid down by the Education Commission.

117. *Secondary education.*—The bifurcation of the curriculum in the upper classes of high schools cannot be advantageously introduced until the number of pupils has largely increased. At present there are only 260 pupils in the upper classes of 11 high schools. Other recommendations of the Education Commission are being closely followed.

118. *Hostels.*—The attachment of boarding-houses to English schools has from the beginning been encouraged. With few exceptions these establishments are self-supporting.

119. *Internal administration of the department.*—Periodical conference meetings have not yet been arranged, but informal conferences have been held for the discussionof educational questions that from time to time have presented themselves. Every year additions are made to the text-book collection in the Bernard Free Library, where school-managers and others have the opportunity of seeing the newest specimens of school-books in English and the Vernaculars that have been approved by the Text-book Committee. Lists are periodically published in the *Burma Gazette*. Rules for checking the practice of roving from school to school have been introduced with some benefit. The rate of tuition fees in Burma as compared with most parts of India is high. Privately managed schools are nowhere compelled to keep their tuition charges low by unfair competition with schools maintained by Government. Schools registered for aid levy fees at rates approved by the Director of Public Instruction. All provincial examinations for results-grants are conducted *in situ*, except the Middle School examination, which is conducted by the Educational Syndicate at appointed centres by the aid of district Boards. Government Inspectors take no part in this examination, and the duty of fixing the standards of examination in the various subjects is entrusted to the Educational Syndicate. Departmental agency might with advantage be more utilized. The Text-book Committee's operations are reported on in Section X.

120. *Exiernal relations of the department.*—The Grant-in-aid Rules of 1887 embody the most important recommendations of the Education Commission on the subject. The improvement and extension of privately managed schools have the principal care of the department. At Toungoo it has been found possible for the Municipality to withdraw in favour of aided schools by closing the Municipal middle school. Special provision has been made under the rules for girls' schools and schools for backward tribes. Teachers in non-Government schools are admitted to the Teachers' Certificate examinations.

121. *Special classes.*—Poor Europeans, Mahomedans, Karens, and Chins are the classes for whom special provision has been made, *vide* Section VIII.

122. *Female education.*—Many of the recommendations on this subject, a zenana agency for example, are inapplicable to Burma, where female seclusion is not the national custom. Mixed schools spring up spontaneously and flourish. The A. B. M. aided institutions at Kemmendine and Moulmein furnish trained female Burmese teachers for whom there is an increasing demand. The levy of fees in girls' schools is not insisted on, but indigenous lay schools commonly charge the same fee for girls as for boys. In primary schools girls come up for examination by the same standard as do the boys. Needle-work forms an optional subject on which grants may be earned.

RANGOON:
The 25th July 1889.

R. G. HODSON,
Inspector of Schools, Eastern Circle.

APPENDICES.

133925

APPENDIX A.

Notification No. 20, dated Rangoon, the 10th July 1888.

Grants for passing the Teacher's Certificate Examination.

WITH the sanction of the Chief Commissioner capitation-grants at the following rates, subject to budget limits, will be made to all schools other than Government or Municipal schools for students obtaining teacher's certificates, namely:—

For each higher grade Vernacular or Anglo-Vernacular certificate, Rs. 200.

For each lower grade Vernacular or Anglo-Vernacular certificate, Rs. 100.

These grants have been sanctioned for a period of five years with retrospective effect from the 12th May 1888.

Schools receiving aid under the rules for normal schools for mistresses are not eligible for the above capitation-grants. Capitation-grants at the rates mentioned above may be paid on account of pupil-teachers who gain teachers' certificates.

APPENDIX B.

Notification No. 30, dated Rangoon, the 20th September 1888.

IT is hereby notified that, with effect from the 1st April 1888, the annual district prizes are abolished.

APPENDIX C.

Notification No. 31, dated Rangoon, the 31st October 1888.

THE following rules having received the sanction of the Chief Commissioner are published for general information:—

RULES FOR THE PURPOSE OF DISCOURAGING THE IMPROPER MIGRATION OF STUDENTS FROM SCHOOL TO SCHOOL.

1. These rules apply to the Rangoon College, to all Government and Municipal schools, and to all schools registered under the Grant-in-aid Rules published in General Department Notification No. 171, dated the 6th April 1887.

2. The manager of a school or college shall, on application, furnish a pupil leaving his school or college who has paid all school dues with an acquittance certificate in the form appended to these rules.

3. No pupil shall claim as of right an acquittance certificate who is in debt to the school or college which he proposes to quit.

4. Every manager of a school or college shall before admitting a pupil enquire of the pupil whether his name has been borne on the rolls of any other school or college, and he shall refuse to admit any pupil whose name has been borne on the rolls of some other school or college, unless the pupil produces a certificate of the kind prescribed in Rule 2 from the manager of the school or college on the rolls of which his name was last borne. A pupil who is found to have obtained admission to a school or college by false representations shall be summarily dismissed.

5. If any of the above rules are knowingly infringed in any school or college, it shall, in the absence of satisfactory explanation, be in the discretion of the Syndicate to exclude all pupils belonging to that school or college from all examinations held during the school year next succeeding the date of the discovery of the infringement of the rule.

6. These rules shall come into operation 30 days after their publication.

ACQUITTANCE CERTIFICATE.

THIS is to certify that son of aged years, resident at , leaves this institution on the and that he has paid all sums due to the institution up to that date. He was admitted to the institution on the , having brought with him an acquittance certificate from . At the time of

leaving he was in the year's class of the department of this institution and he has passed the following subjects of the provincial school examination :—

[*The school-manager may here note, if he so desires, any remarks relevant to the pupil's conduct.*]

Signature.
Designation.
Date.

APPENDIX D.

Instructions for the preparation of the Terminal Report referred to in this Office Notification No. 5, dated the 14th May 1889.

1. It will be the duty of the Head Master or Head Mistress of a Municipal school to test the progress of work in the school by periodical examination of each class and, at the end of each half-year's term, to send to the parents or guardians a separate report in the prescribed form regarding each pupil.

2. The remarks in the report as to aptitude, diligence, &c., opposite each subject of study should be entered by the teacher of that subject.

3. Each teacher should keep a private note-book for the purpose of recording from time to time memoranda of the conduct and behaviour of the pupils in his or her class.

4. By the means indicated Head Masters and Head Mistresses will be enabled to note the work performed in each class and parents will be kept acquainted with the progress and behaviour of their children at school.

Terminal Report.

Municipal School.....

Half-yearly report on.....

Dated..... .....*Department.*

General behaviour..... .....class.

Subject.	Total number in class.	Place in class.	Remarks by teachers.
English ...			
Second language ...			
Arithmetic ...			
Algebra			
Euclid			
Mensuration ...			
Geography ...			
History			
Writing ...			

School will re-open on of

Head Master.

APPENDIX E.

Notification No. 7, dated Rangoon, the 15th May 1889.

System of Aid to Indigenous Schools.

UNDER the orders of the Chief Commissioner the following notification is published in supersession of this office Notification No. 8, dated the 18th April 1888 :—

1. The award of results-grants in money to indigenous schools will be made exclusively to schools under lay management. Monastic schools will continue to be eligible for the services of certificated teachers and for occasional gratuitous supplies of books and maps, and certificated teachers will enjoy in monastic schools the same privilege in regard to results-grants, &c., as in lay schools, but no results-grants in cash will be payable to the manager of any monastic school.

2. In order to encourage the practice of levying school fees in indigenous schools it will be in the power of the disbursing authority in any district or town to rule that, except monastic institutions, results-grants shall be payable henceforth only in schools in which fees are regularly levied.

EDUCATION, GENERAL TABLE I.—*Abstract Return of Colleges, Schools, and Scholars in Lower Burma at the end of the official year 1888-89.*

(For details see General Table III.)

AREA AND POPULATION.				PUBLIC INSTITUTIONS.							PRIVATE INSTITUTIONS.				
				University education.		*School education, general.*		*School education, special.*							
Total area in square miles.	Number of towns and villages.	Population.		Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.	Total of public institutions.	Advanced.	Elementary.	Grand total.	Percentage of	Remarks.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
87,220	Towns ... 20 Villages ... 15,837 Total ... 15,857	Males ... 1,991,005 Females... 1,745,766 Total ... 3,736,771	Institutions ... for males ...	1	...	61	2,750	2	12	2,826	...	2,764	5,590	Institutions to number of towns and villages ... 35·81	
			.. for females	...	...	15	60	2	...	77	...	12	89		
			Total ...	1	...	76	2,810	4	12	2,903	...	2,776	5,679	35·81	
			Scholars ... males ...	27	...	7,784	69,105	65	352	77,333	...	30,208	107,541	Male scholars to male population of school-going age ... 36·01	
			females ...	...	...	1,620	10,998	42	...	12,660	...	1,471	14,131	Female scholars to female population of school-going age 5·40	
			Total ...	27	...	9,404	80,103	107	352	89,993	...	31,679	121,672	21·71	

EDUCATION, GENERAL TABLE II.—*Abstract Return of Expenditure on Public Instruction in Lower Burma for the official year 1888-89.*

(For details see General Table IV.)

	TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.							TOTAL INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION.								Total expenditure on public instruction.	Remarks.
	University education.		*School education, general.*		*School education, special.*		Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.		
	Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1. Institutions ... { For males	44,675	...	2,94,439	1,74,281	16,641	13,911	5,43,947	...	19,324	63,413	33,340	26,891	1,319	66,384	2,10,671	8,41,375	
For females	...	...	71,154	12,624	2,979	...	86,757										
Total ...	44,675	...	3,65,593	1,86,905	19,620	13,911	6,30,704	...	19,324	63,413	33,340	26,891	1,319	66,384	2,10,671	8,41,375	
2. (*a*) Percentages of provincial expenditure included in columns 2—17 to total provincial expenditure on public instruction ...	18·62	...	19·51	3·21	8·51	3·09	52·94	...	8·42	13·67	5·23	1·84	0·04	17·86	47·06	100	Percentage of provincial expenditure included in column 17 to total expenditure on public instruction ... 27·23.
(*b*) Percentages of local fund expenditure included in columns 2—17 to total local fund expenditure on public instruction ...	...	...	3·04	72·83	...	...	75·87	...	...	18·08	3·23	0·86	...	1·96	24·13	100	Percentage of local fund expenditure included in column 17 to total expenditure on public instruction. 14·54
(*c*) Percentages of municipal expenditure included in columns 2—17 to total municipal expenditure on public instruction ...	...	...	50·77	27·10	...	0·59	78·46	...	...	4·00	6·99	2·34	0·49	7·72	21·54	100	Percentage of municipal expenditure included in column 17 to total expenditure on public instruction. 29·5
(*d*) Percentages of total expenditure in columns 2—17 to total expenditure on public instruction	5·31	...	43·45	22·21	2·33	1·65	74·95	...	2·30	7·54	3·96	3·20	0·16	7·89	25·05	100	Percentage of fees included in column 17 to total expenditure on public instruction. 13·61
																	Percentage of expenditure from all other sources included in column 17 to total expenditure on public instruction ... ... 15·02
																	Total ...100.
3. AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL IN—	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.										
Departmental institutions. { Cost to provincial revenues ...	1,295 2 5	...	52 6 3	7 15 1	199 7 2	29 11 6	76 6 9										
Cost to local and municipal funds ...	...	...	...	...	...	...	...										
Total cost ...	1,353 12 7	...	80 8 1	24 8 0	200 3 3	39 2 1	95 4 6										
Local fund schools. { Cost to provincial revenues ...	...	...	...	...	...	...	...										
Cost to local funds ...	...	...	...	...	...	...	...										
Total cost ...	...	...	...	...	...	...	...										
Municipal schools. { Cost to provincial revenues ...	...	...	...	...	...	...	...										
Cost to municipal funds ...	...	...	39 1 0	17 8 10	...	25 8 5	34 1 6										
Total cost ...	...	...	48 11 7	20 7 3	...	27 5 11	42 2 1										
Aided institutions. { Cost to provincial revenues ...	...	...	3 10 0	0 1 6	...	4 10 6	0 9 6										
Cost to local and municipal funds ...	...	...	3 0	3 10 1	...	...	3 13 7										
Total cost ...	...	...	32 11 10	4 1 1	...	110 2 9	8 2 10										
Unaided institutions Total cost ...	...	...	...	...	...	...	...										
All institutions { Cost to provincial revenues ...	1,295 2 5	...	4 12 5	0 2 11	199 7 2	22 2 5	1 5 7										
Cost to local and municipal funds ...	...	...	13 13 6	3 13 4	...	4 8 9	3 3 2										
Total cost ...	1,353 12 7	...	38 15 10	4 9 4	200 3 3	43 7 7	7 0 2										

EDUCATION, GENERAL TABLE III.—[REVISED.]—*Return of Colleges,*

Class of institution.	PUBLIC INSTITUTIONS.											
	UNDER PUBLIC MANAGEMENT.								UNDER PRIVATE			
	Maintained by the department.				*Maintained by local funds and municipal boards.*				*Aided by the department or by local funds or municipal boards.*			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13
Arts Colleges.												
University education. — English	1	27	33	29	...	...	...	...	...	...	...	...
University education. — Oriental	...	...	...	...	...	...	...	...	...	...	...	...
Colleges, or Departments of Colleges, for Professional Training.												
University education. — Law	...	...	...	...	...	...	...	...	...	...	...	...
University education. — Medicine	...	...	...	...	...	...	...	...	...	...	...	...
University education. — Engineering	...	...	...	...	...	...	...	...	...	...	...	...
Total	1	27	33	29	...	...	...	...	...	...	...	...
SECONDARY EDUCATION.												
HIGH AND MIDDLE SCHOOLS.												
For Boys.												
School education, general. — High Schools, English	2	277	237	190	3	741	721	613	3	1,247	1,203	1,003
School education, general. — Middle ... English	1	134	107	138	14	1,469	1,466	1,222	19*	2,948	2,912	2,404
School education, general. — Middle ... Vernacular	...	...	...	...	1	62	66	57	18	1,264	1,264	1,264
For Girls												
School education, general. — High Schools, English	...	...	...	...	...	...	...	...	3	481	474	403
School education, general. — Middle ... English	...	...	...	...	1	158	143	108	8	485	501	424
School education, general. — Middle ... Vernacular	...	...	...	...	1	60	62	41	2	178	161	140
Total Secondary Schools	3	411	404	328	20	2,490	2,458	2,041	53	6,503	6,515	5,638
PRIMARY EDUCATION.												
Primary Schools.												
School education, general. — For boys	4	452	462	364	8	436	475	386	1,013	37,741	37,725	37,665
School education, general. — For girls	...	...	...	...	4	232	234	189	46	1,919	1,897	1,892
Total Primary Schools	4	452	462	364	12	668	709	575	1,059	39,660	39,622	39,557
Schools for Special Instruction.												
School education, special. — Training schools for masters	2	65	65	48	...	...	...	...	...	...	...	...
School education, special. — Training schools for mistresses	2	42	33	30	...	...	...	...	...	...	...	...
School education, special. — Schools of art	...	...	...	...	...	...	...	...	...	...	...	...
School education, special. — Law schools	...	...	...	...	...	...	...	...	...	...	...	...
School education, special. — Medical schools	...	...	...	...	...	...	...	...	...	...	...	...
School education, special. — Engineering and surveying schools	8	259	254	205	3	60	57*	46	...	...	...	...
School education, special. — Industrial schools	...	...	...	...	...	...	...	...	1	33	29	27
School education, special. — Other schools	...	...	...	...	...	...	...	...	...	...	...	...
Total	12	366	332	283	3	60	57	46	1	33	29	27
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	20	1,256	1,231	1,004	35	3,218	3,224	2,662	1,113	46,196	46,166	45,222

PRIVATE INSTITUTIONS ...

1. Advanced teaching—
   (*a*) Arabic or Persian ... ...
   (*b*) Sanskrit ... ...
   (*c*) Any other Oriental classic ... ...
2. Elementary — Teaching a vernacular only or mainly ... ...
   Mahomedan schools for religious instruction only ... ...
3. Other schools not conforming to departmental standards ... ...

*Exclusive of the Cantonment Anglo-Vernacular School, Rangoon.

Schools, and Scholars in Lower Burma for the official year 1888-89.

MANAGEMENT.						NUMBER OF SCHOLARS ON THE 31ST MARCH LEARNING			CLASSIFICATION OF SCHOLARS ON THE 31ST MARCH ACCORDING TO RACE OR CREED.						Remarks.	
Unaided.																
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of public institutions.	Grand total of scholars on the 31st March.	English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Burmese.	Karens.	Chinese.	Natives of India.	Others.		
14	15	16	17	18	19	20	21	22	23*a*	23*b*	23*c*	23*d*.	23*e*	23*f*	24	
															Boys.	Girls.
...	...	...	...	1	27	27	22	...	8	15	1	1	1	1	27	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
...	...	...	...	1	27	27	22	...	8	15	1	1	1	1	27	...
...	...	...	...	8	2,265	2,265	32	2,204	432	1,411	42	187	184	9	2,265	...
...	...	...	...	34	4,451	4,148	66	3,944	309	2,210	824	227	895	46	4,182	269
...	...	...	...	19	1,326	...	667	1,326	...	1,198	66	43	14	5	1,093	233
...	...	...	...	3	481	481	14	286	459	17	...	...	...	5	96	385
...	...	...	...	9	643	543	...	547	281	224	4	102	17	15	148	495
...	...	...	...	3	238	...	...	238	...	208	3	15	12	...	...	238
...	...	...	...	76	9,404	7,437	779	8,545	1,481	5,268	939	574	1,062	80	7,784	1,620
1,725	39,014	39,014	39,014	2,750	77,643	834	39,641	76,070	17	64,196	10,738	758	1,025	909	67,986	9,657
10	309	309	309	60	2,460	53	867	2,455	55	1,929	285	71	45	75	1,119	1,341
1,735	39,323	39,323	39,323	2,810	80,103	887	40,508	78,525	72	66,125	11,023	829	1,070	984	69,105	10,998
...	...	...	...	2	65	...	56	65	...	44	10	1	10	...	65	...
...	...	...	...	2	42	21	...	42	...	35	6	...	1	...	...	42
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	11	319	31	...	288	33	240	31	5	10	...	319	...
...	...	...	...	1	33	33	...	33	2	10	21	...	...	...	33	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	16	459	85	56	428	35	329	68	6	21	...	417	42
1,735	39,323	39,323	39,323	2,903	89,993	8,436	41,365	87,498	1,596	71,737	12,031	1,410	2,154	1,065	10,159 girls in boys' schools. 1,363 boys in girls' schools.	Boys... 77,333 Girls... 12,660
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	For boys		2,640	29,625	...	13,285	28,199	...	24,525	3,064	182	18	1,836	28,550	1,075
...	...	„ girls		12	182	...	61	182	...	166	15	1	...	...	52	130
...	...	For boys		124	1,872	...	1,287	647	...	...	...	...	1,872	...	1,606	266
...	...	„ girls		...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	For boys		...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	„ girls		...	...	...	...	...	...	...	...	...	...	...	...	...
Total		...		2,776	31,679	...	14,633	29,028	...	24,691	3,079	183	1,890	1,836	1,841 girls in boys' schools. 52 boys in girls' schools.	
GRAND TOTAL		...		5,679	1,21,672	8,436	55,998	116,526	1,596	96,428	15,110	1,593	4,044	2,901	11,500 total girls in boys' schools. 1,415 total boys in girls' schools.	Boys, 1,07,541 Girls, 14,131

consisting of 146 pupils, for which no returns were received.

EDUCATOIN, GENERAL TABLE IV.—*Return of Expenditure on*

PUBLIC INSTI

Object of expenditure.	UNDER PUBLIC MANAGEMENT.													
	Maintained by the department.							*Maintained by local funds and municipal boards.*						
	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2a.	2b	2c	2d	2e	2f	2	3a	3b	3c	3d	3e	3f	3
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.														
University education. — English	42,740	...	...	1,935	...	...	44,675	...	...	...	...	...	...	...
University education. — Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.														
University education. — Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University education. — Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University education. — Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	42,740	...	...	1,935	...	...	44,675	...	...	...	...	...	...	...
SECONDARY EDUCATION.														
HIGH AND MILDLE SCHOOLS.														
For Boys.														
School education, general. — High Schools, English	14,785	...	...	5,427	...	...	20,212	...	...	27,278	10,706	...	...	37,984
School education, general. — Middle — English	6,381	...	...	5,931	...	...	12,312	...	...	61,736	11,799	...	...	73,535
School education, general. — Middle — Vernacular	...	...	...	...	...	...	...	...	...	1,041	214	...	...	1,255
For Girls.														
School education, general. — High Schools, English	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, general. — Middle — English	...	...	...	...	...	...	...	...	...	5,179	1,018	...	...	6,197
School education, general. — Middle — Vernacular	...	...	...	...	...	...	...	...	...	788	...	...	...	788
Total Secondary Schools	21,166	...	...	11,358	...	...	32,524	...	...	96,022	23,737	...	...	1,19,759
PRIMARY EDUCATION.														
Primary Schools.														
School education, general. — For boys	3,669	...	...	7,650	...	...	11,319	...	...	9,349	1,936	...	...	11,285
School education, general. — For girls	...	...	...	...	...	...	...	...	...	3,099	117	...	...	3,216
Total Primary Schools	3,669	...	...	7,650	...	...	11,319	...	...	12,448	2,053	...	...	14,501
Schools for Special Instruction.														
School education, special. — Training schools for masters	16,641	...	...	...	...	...	16,641	...	...	...	...	...	...	...
School education, special. — Training schools for mistresses	2,905	...	...	74	...	...	2,979	...	...	...	...	...	...	...
School education, special. — Schools of art	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, special. — Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, special. — Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, special. — Engineering and surveying schools	6,954	...	...	2,202	...	...	9,156	...	...	1,455	105	...	...	1,560
School education, special. — Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, special. — Other schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	26,500	...	...	2,276	...	...	28,776	...	...	1,455	105	...	...	1,560
University	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Arts colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Professional colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Secondary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Primary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Special schools other than training schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Buildings	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Furniture and apparatus (special grants only)	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous — Educational Syndicate	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous — Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	94,075	...	...	23,219	...	...	1,17,294	...	...	1,09,925	25,895	...	...	1,35,820

Public Instruction in Lower Burma for the official year 1888-89.

TUTIONS.

Under private management.											Total expenditure from					
Aided by the department or by local funds or municipal boards.							*Unaided.*									
Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	All other sources.	Grand total.
4a	4b	4c	4d	4e	4f	4	5a	5b	5c	5	6a	6b	6c	6d	6e	6
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	42,740	...	...	1,935	...	44,675
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	42,740	...	...	1,935	...	44,675
5,082	...	6,606	17,170	...	21,172	50,030	...	...	...	...	19,867	...	33,884	33,303	21,172	1,08,226
4,594	...	9,735	22,763	14,669	36,040	87,801	...	...	...	...	10,975	...	71,471	40,493	50,709	1,73,648
...	3,712	7,598	...	...	...	11,310	...	...	...	...	...	3,712	8,639	214	...	12,565
5,825	...	2,782	13,490	583	3,573	26,253	...	...	...	...	5,825	...	2,782	13,490	4,156	26,253
6,430	...	2,872	9,299	2,260	9,842	30,703	...	...	...	...	6,430	...	8,051	10,317	12,102	36,900
1,694	...	504	546	...	4,469	7,213	...	...	...	...	1 694	...	1,292	546	4,469	8,001
23,625	3,712	30,097	63,268	17,512	75,096	2,13,310	...	...	...	...	44,791	3,712	1,26,119	98,363	92,608	3,65,593
2,989	87,636	53,256	1,869	40	5,887	1,51,677	...	...	...	...	6,658	87,636	62,605	11,455	5,927	1,74,281
700	1,396	1,617	218	...	5,477	9,408	...	...	...	...	700	1,396	4,716	335	5,477	12,624
3,689	89,032	54,873	2,087	40	11,364	1,61,085	...	...	...	...	7,358	89,032	67,321	11,790	11,404	1,86,905
...	...	...	...	...	...	...	...	...	...	...	16,641	...	...	...	...	16,641
...	...	...	...	...	...	...	...	...	...	...	2,905	...	...	74	...	2,979
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	6,954	...	1,455	2,307	...	10,716
135	...	...	...	...	3,060	3,195	...	...	...	...	135	...	...	...	3,060	3,195
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
135	...	...	...	...	3,060	3,195	...	...	...	...	26,635	...	1,455	2,381	3,060	33,531
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	19,324	...	...	...	...	19,324
...	...	...	...	...	...	...	...	...	...	...	31,377	22,105	9,931	...	...	63,413
...	...	...	...	...	...	...	...	...	...	...	4,645	...	...	...	...	4,645
...	...	...	...	...	...	...	...	...	...	...	20	...	...	...	...	20
...	...	...	...	...	...	...	...	...	...	...	957	2,666	12,893	...	...	16,516
...	...	...	...	...	...	...	...	...	...	...	118	1,281	4,486	...	...	5,885
...	...	...	...	...	...	...	...	...	...	...	6,274	...	...	...	...	6,274
...	...	...	...	...	...	...	...	...	...	...	4,219	1,056	5,808	...	15,808	26,891
...	...	...	...	...	...	...	...	...	...	...	100	...	1,219	...	...	1,319
...	...	...	...	...	...	...	...	...	...	...	23,580	...	...	...	...	23,580
...	...	...	...	...	...	...	...	...	...	...	17,417	2,392	19,196	...	3,799	42,804
...	...	...	...	...	...	...	...	...	...	...	1,08,031	29,500	53,533	...	19,607	2,10,671
27,449	92,744	84,970	65,355	17,552	89,520	3,77,590	...	...	...	...	2,29,555	1,22,244	2,48,428	1,14,469	1,26,679	8,41,375

EDUCATION, GENERAL TABLE V.—*Return of the Stages of Instruction of Pupils in Public Schools for General Education in Lower Burma at the end of the official year 1888-89.*

Class of school.	Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the lower secondary (middle) stage, but have not passed the matriculation examination.			MIDDLE STAGE. Comprising all pupils who have passed beyond the upper primary stage, but have not passed beyond the lower secondary (middle) stage.			UPPER PRIMARY STAGE. Comprising all pupils who have passed beyond the lower primary stage, but have not passed beyond the upper primary stage.			LOWER PRIMARY STAGE. Comprising all pupils who have not passed beyond the lower primary stage.						Total.		
													Reading printed books.			*Not reading printed books.*				
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary schools—																				
For boys — Departmental — English	3	411	86	...	86	210	...	210	115	...	115	...	...	...	...	...	...	411	...	411
For boys — Departmental — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Local fund — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Local fund — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Municipal — English	17	2,210	70	...	70	475	...	475	441	2	443	1,219	3	1,222	...	...	...	2,205	5	2,210
For boys — Municipal — Vernacular	1	62	...	...	...	9	1	10	8	1	9	37	6	43	...	...	...	54	8	62
For boys — Native States — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Native States — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Aided — English	22	4,095	91	...	91	695	37	732	846	60	906	2,156	167	2,323	43	...	43	3,831	264	4,095
For boys — Aided — Vernacular	18	1,264	...	...	...	132	5	137	153	16	169	643	149	792	111	55	166	1,039	225	1,264
For boys — Unaided — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Unaided — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Total	61	8,042	247	...	247	1,521	43	1,564	1,563	79	1,642	4,055	325	4,380	154	55	209	7,540	502	8,042
For girls — Departmental — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Departmental — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Local fund — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Local fund — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Municipal — English	1	158	...	...	...	...	3	3	1	6	7	47	101	148	...	...	...	48	110	158
For girls — Municipal — Vernacular	1	60	...	...	...	...	7	7	...	6	6	...	47	47	...	...	...	...	60	60
For girls — Native States — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Native States — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Aided — English	11	966	...	22	22	4	147	151	23	189	212	142	380	522	27	32	59	196	770	966
For girls — Aided — Vernacular	2	178	...	...	...	...	50	50	...	31	31	...	97	97	...	...	...	...	178	178
For girls — Unaided — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Unaided — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Total	15	1,362	...	22	22	4	207	211	24	232	256	189	625	814	27	32	59	244	1,118	1,362
Total Secondary Schools	76	9,40	247	22	269	1,525	250	1,775	1,587	311	1,898	4,244	950	5,194	181	87	268	7,784	1,620	9,404

Primary schools—																					
For boys	Departmental	4	452	...	...	...	...	...	...	140	...	140	312	...	312	...	...	...	452	...	
	Local fund	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal	8	436	...	...	...	7	...	7	103	...	103	262	21	283	30	13	43	402	34	436
	Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided	1,013	37,741	...	...	...	8	3	11	2,434	318	2,752	20,024	5,240	25,264	7,756	1,958	9,714	30,222	7,519	37,741
	Unaided	1,725	39,014	...	...	...	...	...	...	12	...	12	16,389	1,068	17,457	20,519	1,026	21,545	36,920	2,094	39,014
	Total	2,750	77,643	...	...	...	15	3	18	2,689	318	3,007	36,987	6,329	43,316	28,305	2,997	31,302	67,996	9,647	77,643
For girls	Departmental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local fund	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal	4	232	...	...	...	...	...	...	12	26	38	51	74	125	9	60	69	72	160	232
	Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided	46	1,919	...	...	...	...	3	3	78	67	145	724	746	1,470	144	157	301	946	973	1,919
	Unaided	10	309	..	...	...	...	...	...	...	...	...	41	130	171	66	72	138	107	202	309
	Total	60	2,460	....	...	...	...	3	3	90	93	183	816	950	1,766	219	289	508	1,125	1,335	2,460
Total Primary Schools		2,810	80,103	....	...	...	15	6	21	2,779	411	3,190	37,803	7,279	45,082	28,524	3,286	31,810	69,121	10,982	80,103
GRAND TOTAL		2,886	89,507	247	22	269	1,540	256	1,796	4,366	722	5,088	42,047	8,229	50,276	28,705	3,373	32,078	76,905	12,602	89,507

EDUCATION, GENERAL TABLE VI.—*Return showing the Results of Prescribed Examinations in Lower Burma during the official year 1888-89.*

Nature of examination	Number of institutions sending examinees.				Number of examinees.					Number passed.					Race or creed of passed scholars.					
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Burmese.	Karens.	Chinese.	Natives of India.	Others.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16*a*	16*b*	16*c*	16*d*	16*e*	16*f*
ARTS COLLEGES—																				
1. Master of Arts	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. Bachelor of Arts	...	1	...	1	3	...	...	...	3	3	...	...	...	3	2	1	...	...	...	...
3. B. Sc.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. First B. A.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. First B. Sc.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. First Arts	...	1	...	1	17	...	...	...	17	5	...	...	...	5	3	1	...	...	1	...
4. Previous examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING—																				
Law—																				
1. Doctor of Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. Bachelor of Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine—																				
1. M. D.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. M. B.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. L. M. S.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. First M. B.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. First L. M. S.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering—																				
1. M. C. E.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. B. C. E.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. L. C. E.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. First L. C. E.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of General Education—																				
1. Matriculation— Boys	...	4	2	...	6	39	11	...	4	54	8	5	...	...	13	5	6	...	1	1	...
1. Matriculation— Girls	...	...	2	...	2	...	5	...	1	6	...	2	...	1	3	3	...	...	...	...	...
2. Public Service Certificate examination. English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. Public Service Certificate examination. Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Special Instruction—																				
1. Training School examination for masters. Upper	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1. Training School examination for masters. Lower	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. Training School examination for mistresses. Upper	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. Training School examination for mistresses. Lower	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. School of Art examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. Vernacular Medical examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5. Examination in Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
6. Examination in Surveying	11	15	1	27	303	28	14	219	564	134	4	9	70	217	...	207	7	1	2	...
7. Industrial School examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Supplementary Return showing the Results of Provincial Examinations in Lower Burma during the year 1888-89.

Nature of examination.	Number of institutions sending examinees.				Number of examinees.					Number passed.					Race or creed of passed scholars.					
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Burmese.	Karens.	Chinese.	Natives of India.	Others.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Middle School Examination.																				
English — boys	19	19	1	39	263	225	4	6	498	119	80	1	6	206	25	141	12	10	18	...
English — girls	1	7	1	9	1	66	1	...	68	...	25	...	...	25	23	...	2	...	...	...
Vernacular — boys	3	112	...	115	40	389	...	36	465	14	53	...	4	71	...	69	1	....	1	...
Vernacular — girls	2	6	..	8	34	20	...	1	55	18	6	...	...	24	...	21	3	...	...	...
Total	25	144	2	171	338	700	5	43	1,086	151	164	1	10	326	48	231	18	10	19	...
Upper Primary School examination — boys	31	375	...	406	363	2,489	...	...	2,852	144	959	...	...	1,103	27	769	207	31	53	16
Upper Primary School examination — girls	5	33	...	38	15	480	...	...	495	5	210	...	...	215	43	87	72	6	3	4
Lower Primary School examination — boys	32	1,243	...	1,275	504	12,503	...	...	13,007	223	2,521	...	...	2,744	36	2,029	523	57	83	16
Lower Primary School examination — girls	8	56	...	64	64	2,782	...	...	2,846	22	563	...	...	585	54	322	187	12	6	4
Total	76	1,707	...	1,783	946	18,254	...	...	19,200	394	4,253	...	...	4,647	160	3,207	989	106	145	40
Teachers' Certificate Examination.																				
(*a*) Vernacular Teachers' Certificate examination — For masters	...	44	...	44	...	71	...	5	76	...	1	...	...	1	...	...	1	...	...	...
(*a*) Vernacular Teachers' Certificate examination — For mistresses	2	...	...	2	14	...	...	...	14	...	...	...	...	...	...	...	...	...	...	...
(*b*) Anglo-Vernacular Pupil-teachers' Certificate examination — For masters	...	...	...	...	...	...	...	2	2	...	...	...	2	2	...	1	...	1	....	...
(*b*) Anglo-Vernacular Pupil-teachers' Certificate examination — For mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
(*c*) Vernacular Pupil-teachers' Certificate examination — For masters	1	60	...	61	3	117	...	...	120	...	70	...	...	70	...	69	1	...	...	...
(*c*) Vernacular Pupil-teachers' Certificate examination — For mistresses	1	...	...	1	1	11	...	...	12	1	10	...	...	11	...	10	1	...	...	...
(*d*) Vernacular Normal Students' Certificate examination — For masters	3	16	...	19	51	23	...	7	81	32	1	...	2	35	...	28	4	1	1	1
(*d*) Vernacular Normal Students' Certificate examination — For mistresses	2	...	...	2	22	...	...	...	22	9	...	...	...	9	...	9	...	...	...	...

EDUCATION, GENERAL TABLE VII.—*Return showing the Distribution of Local Fund year*

Object of expenditure.	EXPENDITURE OF LOCAL FUND BOARDS ON PUBLIC INSTRUCTION.																
	In institutions maintained by local fund boards.												*In institutions maintained by*				
	Number of institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Local rates or cesses.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The department.	Municipal boards.	Private persons or associations.	Total local fund expenditure on public instruction.	Number of institutions.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Arts Colleges.																
University education. — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University education. — Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.																
University education. — Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University education. — Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University education. — Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SECONDARY EDUCATION.																
HIGH AND MIDDLE SCHOOLS.																
For Boys.																
School education, general. — High Schools, English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3
School education, general. — Middle ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	14
School education, general. — Middle ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	3,712	3,712	1
For Girls.																
School education, general. — High Schools, English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, general. — Middle ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1
School education, general. — Middle ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	3,712	3,712	20
PRIMARY EDUCATION.																
Primary Schools.																
For boys	...	...	...	...	...	...	...	...	...	...	...	...	...	87,636	87,636	8
For girls	...	...	...	...	...	...	...	...	...	...	...	...	...	1,396	1,396	4
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	89,032	89,032	12
Schools for Special Instruction.																
School education, special. — Training schools for masters	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, special. — Training schools for mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, special. — Schools of art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, special. — Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, special. — Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, special. — Engineering and surveying schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3
School education, special. — Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, special. — Other schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	22,105	...
Scholarships held in— Arts colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Professional colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Secondary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,666	...
Scholarships held in— Primary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,281	...
Scholarships held in— Special schools other than training schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Buildings	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,056	...
Furniture and apparatus (special grants only)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,392	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	29,500	...
GRAND TOTAL	...	...	...	...	...	...	...	...	...	...	...	...	...	92,744	1,22,244	35

and Municipal Expenditure on Public Instruction in Lower Burma for the official 1888-89.

EXPENDITURE OF MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.															
In institutions maintained by municipal boards.											*In institutions maintained by*				
Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Municipal grants.	Local fund grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The department.	Local fund boards.	Private persons or associations.	Total municipal expenditure on public instruction.	Total expenditure of local fund and municipal boards on public instruction.	Remarks.
18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
741	721	613	...	27,278	...	10,706	...	...	37,984	...	...	6,606	33,884	33,884	
1,469	1,466	1,222	...	61,736	...	11,799	...	...	73,535	...	...	9,735	71,471	71,471	
62	66	57	...	1,041	...	214	...	...	1,255	...	...	7,598	8,639	12,351	
...	...	...	...	...	...	...	...	...	...	...	...	2,782	2,782	2,782	
158	143	108	...	5,179	...	1,018	...	...	6,197	...	...	2,872	8,051	8,051	
60	62	41	...	788	...	...	...	...	788	...	...	504	1,292	1,292	
2,490	2,458	2,041	...	96,022	...	23,737	...	...	1,19,759	...	...	30,097	1,26,119	1,29,831	
436	475	386	...	9,349	...	1,936	...	...	11,285	...	...	53,256	62,605	1,50,241	
232	234	189	...	3,099	...	117	...	...	3,216	...	...	1,617	4,716	6,112	
668	709	575	...	12,448	...	2,053	...	...	14,501	...	...	54,873	67,321	1,56,353	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
60	57	46	...	1,455	...	105	...	...	1,560	...	...	...	1,560	1,560	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
60	57	46	...	1,455	...	105	...	...	1,560	...	...	...	1,560	1,560	
...	...	...	...	...	...	...	...	...	...	...	...	...	9,931	32,036	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	12,893	15,559	
...	...	...	...	...	...	...	...	...	...	...	...	...	4,486	5,767	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	5,808	6,864	
...	...	...	...	...	...	...	...	...	...	...	...	...	1,219	1,219	
...	...	...	...	...	...	...	...	...	...	...	...	...	19,196	21,588	
...	...	...	...	...	...	...	...	...	...	...	...	...	53,533	83,033	
3,218	3,224	2,662	...	1,09,925	...	25,895	...	...	1,35,820	...	...	84,970	2,48,533	3,70,777	

Return showing the Classification of Pupils attending Public Institutions on 31st March 1889 according to Religion.

Class of institution.		Total of public institutions.	Number of scholars on 31st March 1889.	Classification of scholars on 31st March according to Religion.					Remarks.
				Christians.	Mahomedans.	Hindus.	Buddhists.	Others.	
1		2	3	4	5	6	7	8	9
	Arts Colleges.								
University education.	English	1	27	8	1	...	17	1	
	Oriental	...	...	...	...	...	...	...	
	Colleges or Departments of Colleges for Professional Training.								
	Law	...	...	...	...	...	...	...	
	Medical	...	...	...	...	...	...	...	
	Engineering	...	...	...	...	...	...	...	
	Total ...	1	27	8	1	...	17	1	
	Secondary Schools.								
School education, general.	For boys ... English	42	6,716	1,996	437	431	3,830	22	
	For boys ... Vernacular	19	1,826	58	19	2	1,240	7	
	For girls ... English	12	1,124	866	2	...	237	19	
	For girls ... Vernacular	3	238	137	12	...	89	...	
	Total ...	76	9,404	3,057	470	433	5,396	48	
	Primary Schools.								
	For boys	2,750	77,643	7,541	1,027	78	68,948	49	
	For girls	60	2,460	482	38	14	1,924	2	
	Total ...	2,810	80,103	8,023	1,065	92	70,872	51	
	Schools for Special Instruction.								
School education, special.	Training schools for masters ...	2	65	11	10	...	44	...	
	Traning schools for mistresses ...	2	42	39	...	...	3	...	
	Schools of art	...	...	...	...	...	...	...	
	Law schools	...	...	...	...	...	...	...	
	Medical schools	...	...	...	...	...	...	...	
	Engineering and surveying schools ...	11	319	65	11	...	243	...	
	Industrial schools	1	33	30	...	...	3	...	
	Other schools	...	...	...	...	...	...	...	
	Total ...	16	459	145	21	...	293	...	
Total of Colleges and Schools of Public Instruction.		2,903	89,993	11,233	1,557	525	76,578	100	

Statistical Return of Scientific aud Literary Societies for the official year 1888-89.

Name.	Object.	Income from 1st April 1888 to 31st March 1889.				Number of visitors.				Registered or not.	When established.	Remarks.
		From Government.	Endowment.	Subscriptions.	Total.	Males.	Females.	Juveniles.	Total.			
1	2	3	4	5	6	7	8	9	10	11	12	13
		Rs.	Rs.	Rs.	Rs.							
Young Men's Institute	To promote facilities for mental culture and self-improvement.	...	...	1,408	1,408	406	48	...	454	Registered in September 1883.	June 1877.	The number of visitors includes subscribers and (in the case of the Rangoon Literary Society) adults, members of their families, who visited both institutions from 1st April 1888 to 31st March 1889.
Rangoon Literary Society.		...	...	6,110	6,110	1,080	180	...	1,260	Registered in May 1888.	June 1861.	
Total ...		...	...	7,518	7,518	1,486	228	...	1,714			

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